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THE RESULTS OF A CURRICULUM STUDY, ALONG WITH COMMITTEE RECOMMENDATIONS, ARE SUMMARIZED IN THIS REPORT, WHICH COVERS FOUR AREAS OF INVESTIGATION--THE CONSERVATION OF A MOTHER TONGUE OTHER THAN ENGLISH OR FRENCH, THIRD LANGUAGE LEARNING, TEACHER TRAINING AND CERTIFICATION, AND THE TEACHING OF ENGLISH IN SCHOOLS ATTENDED BY FRENCH SPEAKING PUPILS. A SEPARATE CHAPTER CONTAINS A COMPILATION OF SPECIFIC RECOMMENDATIONS DIRECTED TO SUCH APPROPRIATE EDUCATIONAL AGENCIES IN ONTARIO AS THE BOARDS OF EDUCATION, COLLEGES AND UNIVERSITIES, THE ONTARIO DEPARTMENT OF EDUCATION, AND THE ONTARIO CURRICULUM INSTITUTE. APPENDIXES CONTAIN OUTLINES OF THREE PROJECTS--A GEOGRAPHY UNIT TAUGHT IN THE SECOND LANGUAGE, A HEALTH PROJECT, AND A SUMMER PROGRAM IN INTENSIVE LANGUAGE STUDY DESIGNED TO TRAIN ELEMENTARY SCHOOL TEACHERS TO TEACH FRENCH. (AM)

4/82

ONTARIO CURRICULUM INSTITUTE

The Modern Language Committee

ORIGINALLY DESIGNATED AS

"The Second Language Committee"

INTERIM REPORT NUMBER TWO

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FL 000 482

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1964

The Modern Language Committee

ONTARIO CURRICULUM INSTITUTE

The Modern Language Committee

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The present report has been published and distributed by the Ontario Curriculum Institute to promote frank and full discussion of the issues raised. It must be clearly understood, however, that the study committee (the members of which have been listed) is alone responsible for the material presented and the view expressed. Neither the Ontario Curriculum Institute nor any of the bodies represented on its Board, nor indeed any member of the Board personally, is necessarily in agreement with all the findings. On the other hand, the Institute is convinced that the report is worthy of publication and consideration, and heartily recommends it as a responsible piece of research which should do much to open up new vistas and advance the cause of education in which we are all so vitally interested.

It should be noted that, because of studies undertaken in German, Spanish, Italian and Russian in the autumn of 1964, the name of the Committee was changed from The Second Language Committee to The Modern Language Committee.

March 1965 *Reprinted March 1966*

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Ontario Curriculum Institute

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Originally designated as "The Second Language Committee"

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I: Introduction

The Second Language Committee, at the conclusion of the July 1963 meetings, stressed the fact that it had made no more than a beginning and that much remained to be done before a complete comprehensive report could be presented. It had in a general way mapped out a new programme for the teaching of French as a second language in the elementary and secondary schools of the province of Ontario; it had made various important recommendations to School Boards, to the Ontario Department of Education and to the Ontario Curriculum Institute; it had called attention to many aspects of language teaching which needed investigation and study; and it had listed a number of research projects whose findings would be of particular value to future committees.

The Institute appointed in October 1963 seven of the original committee members to constitute a "core" group whose function it would be to advise on research projects authorized by the Institute and to do exploratory spade work on certain topics which were to be placed on the agenda of the July 1964 committee. The Winter Core Committee met two days each month during the period November 1963 - May 1964. Plans for three research projects were prepared and two of the projects were completed by members of the group during these months.

In February 1964 Mrs. Françoise Howard taught in French a unit of the regular Geography programme to one Grade IX class at Fisher Park High School, Ottawa. In March 1964 Miss Florence Bradford, Supervisor of French in the Ottawa Public Schools, taught in French a unit of the regular Health programme to classes of three levels at Alta Vista Public School, Ottawa (Grades III, VI and VIII). In each case the Committee wished to learn whether units of other subjects of the regular curriculum might be taught in French in the school rooms of Ontario without significant sacrifices of (a) student comprehension of the material studied, or (b) retention of the important facts, and to learn whether such additional classroom experience in French would significantly increase the students' ability to understand and to use the second language. Control groups were used in order to provide a scientific means of measuring the relative achievement of the group taught in French compared with that of a representative group taught in English. A general description of the two projects will be found in Appendices I and II of this report. The Modern Language Committee has studied the material used, the results of the tests, and the conclusions of the teachers who conducted these experiments. The Committee feels that test results and pupil reaction perhaps indicate a greater success in the two experiments performed than the researchers had claimed in their reports. The Committee urges that similar projects be undertaken in more schools, but it recommends that the units taught in such projects be longer, that excessively technical vocabulary be avoided, and that no attempt be made to cover the same amount of material in French in the same period of time as is taught in the normal programme in English.

The third project, which is reviewed at length in Appendix III of this report, was the 1964 summer "crash" programme carried out for a six-weeks' period at Huron College on the campus of the University of Western Ontario. The July 1963 Committee realized full well, in making its recommendation that French be taught in the schools of Ontario beginning in Kindergarten or Grade I, that the question "Where will we find teachers?" would be raised immediately on all sides. The "crash" programme was designed to discover how much fluency average elementary school teachers with little or no training in French beyond Grade XIII can develop in an intensive summer oral course. Obviously the Committee hoped to demonstrate that with such preparation, reinforced by continuing in-service training, classroom teachers can, with adequate direction by specialists, participate effectively in an oral-oriented French programme at the elementary school level. Committee members who participated in the experimental programme were impressed with the progress of the student teachers who enrolled in the "crash" programme. The students themselves were extremely enthusiastic about the course and have insistently requested that it be repeated. Observers were unanimous in praising what they saw, and test results indicated gratifying achievement in oral proficiency. There is every indication that the project was a very definite success. It is to be hoped that the Department of Education, which sent observers on several occasions during the summer session, will accept the responsibility for repeating and extending the course in a number of centres throughout the province. The demonstration has proved it can be done; it must not be ignored. Teachers of oral French can be trained, and opportunity must be provided.

The Core Committee devoted a number of its winter meetings to exploratory discussions of three topics which were to be given priority in the Committee deliberations during July 1964: "Conservation of a mother tongue other than English or French"; "The place of third languages in the Ontario curriculum"; and "Teacher Training". An attempt was made to gather as much information as possible about these topics, to outline special problems connected with them, to consider possible solutions to the problems, and to secure opinions from knowledgeable professional people whose experience has given valuable insight into questions being studied. A summary of the information gathered and the points of view brought out in discussions and consultations were later presented to the July 1964 Committee, and served as a basis for its deliberations.

The meetings concerned with the conservation of a mother tongue other than English or French examined the efforts of ethnic groups in Toronto and Kitchener to teach Hebrew, Chinese, Italian and German to children of members of the groups in question. The consultants who kindly provided information and who outlined the special problems involved were:

Dr. Joseph Diamond,
Educational and Cultural Department
of The Canadian Jewish Congress.

Dr. Joseph Klinghofer,
Executive Director of the Bureau of Jewish Education, Toronto.

Mr. E. C. Mark,
Director of the Chinese Schools, Toronto.

The Rev. Michael Di Stasi,
Mr. Silvano Guaita,
Organizer and Teacher, respectively, of extracurricular class
in Italian, Toronto.

Miss Edith Ferguson,
Project Director of the International Institute of
Metropolitan Toronto.

Mr. Henry A. Janzen,
Eastwood Collegiate Institute,
Kitchener.

Discussions concerning the place of the third languages in the curriculum of the Ontario Schools were limited to those four languages (other than English or French) for which the Department of Education now has an organized sequential programme: German, Spanish, Russian and Italian. Special attention was given to the level at which study of the third languages should begin, the ideal length of the sequential programme, open or restricted registration for the courses, aims and methods of instruction, availability of suitable texts, preparation and supply of teachers and availability of teaching aids. Teacher-Consultants who assisted the Committee in these discussions were:

Mr. E. Klar,
North Toronto Collegiate Institute.

Mr. Alvin Boyd,
Eastwood Collegiate Institute,
Kitchener.

Mr. James Boothe,
Nepean High School, Ottawa.

Mr. Lloyd McLarty,
South Collegiate Institute, London.

Dr. Gordon Tracy,
Department of German,
University of Western Ontario.

Mindful of the fact that the first interim report recommended that the study of French be begun in Kindergarten or in Grade I, the Committee reviewed the present aims and practices of Ontario teacher training institutions with special attention being given to admission requirements, and to required or optional courses of study. It also examined the feasibility of including a language option in the programme for the training of elementary school teachers, the adequacy of courses preparing language teachers for the secondary school level, improvements which could be effected in this training, the attitude of the Department of Education to the extension of language teaching to elementary schools, and the Department's responsibility for the training or re-training of teachers for an oral-aural programme of language study.

The following experts advised the Committee in this area:

Mr. Charles A. Mustard,
Superintendent of Teacher Education,
Ontario Department of Education.

Professor George Kirk,
Ontario College of Education.

Mr. D. E. Farwell,
Principal of Lakeshore Teachers' College, Toronto.

Mlle Yolande Bénéteau,
Ecole Normale de l'Université d'Ottawa, Ottawa.

The July 1964 Committee began its work with a review of the projects carried out in February and March under the aegis of the Modern Language Committee and with a consideration of the plans for the intensive summer programme. It also reviewed and endorsed in general the findings and recommendations of the July 1963 Committee. It wished to go on record, however, as requesting two changes in the details of the French programme outlined in the 1963 Interim Report of the Second Language Committee. In Table I which appears on page 22 of the report in question, the July 1964 Committee wishes to substitute for "Reading for translation", "Limited translation for clarification". In the same table the July 1964 Committee wishes to replace "Formal grammar" by "Stylistics and Linguistics". These two changes must be borne in mind by the Committee which eventually will prepare a final report of the Modern Language Committee.

The agenda for the July 1964 meetings was devoted almost exclusively to the three topics explored by the Winter Committee plus the very important subject "The teaching of English in the bilingual schools of Ontario". Succeeding sections of this report will deal at some length with the Committee's deliberations, findings and recommendations on these subjects.

Grateful acknowledgment is hereby made to the following three consultants who gave the Committee valuable advice during the July 1964 meetings:

Professor Norman Bennetton,
Department of Romance Languages,
University of Western Ontario.

Miss Gladys Munnings,
Assistant Superintendent of Secondary Education,
Ontario Department of Education.

M. Onésime Tremblay,
Inspector of Schools,
Sudbury Division No. 1.

This introduction must be concluded with a warning. Much work still remains to be done before the Modern Language Committee will be ready to submit a *final* report. It must be remembered that a programme of further study is already mapped out for the winter and summer of 1965. The Committee is presenting at this time merely a Second *Interim* Report and wishes it to be considered as such.

II: The Conservation of a Mother Tongue Other than English or French

The 1961 Census of Canada states that between the years 1946 and 1961 over one and a half million immigrants came to Canada. Of these nearly four hundred thousand settled in Toronto.

While the Canadian economy continues to expand, it is likely that Canada will continue to attract many immigrants, and that a large percentage will settle in Ontario, our most highly industrialized province.

A natural concern of these new Canadians is the maintenance of the mother tongue, because it is such an important part of their background and, too, because many of them associate a positive cultural milieu with their first language. It is understandable that they should wish their children to know and cherish the language which they, the parents, learned before coming to this country.

This concern has been translated into action in many cases. In the Metropolitan Toronto area over twenty ethnic groups operate classes or schools for the children of these first generation Canadians. They vary from full-time elementary schools with extra language classes (Jewish and Ukrainian) to supplementary instruction given after school hours and on Saturdays and Sundays. Accommodation ranges from specially constructed buildings to rented space in community centres, day schools and churches. The programmes are developed under the guidance of language committees chosen from the ethnic groups and instruction is provided by persons who speak the language and who may or may not have had teacher training. Support is on a fee basis and deficits are met by voluntary contributions. In many instances parents who wish their children to have the training given in these schools find the financial burden heavy. Some simply cannot pay the fees involved. Some families live too far from the school centre and transportation becomes a serious problem. Some parents question the wisdom of imposing after-school classes on children who may be having trouble keeping up with their regular school work.

To what extent should the *established educational system* take cognizance of this problem? Would it be possible to include study of another language in the elementary school in centres where there exist strong ethnic concentrations of population anxious to have their children instructed in their mother tongue? This was the question the Modern Language Committee was asked to consider.

In the view of most citizens, the elementary school is accepted as the institution designed to teach the recognized native language or languages with competence and effectiveness. Indeed, the development of literacy is viewed as the paramount function of the elementary school. To date, in Ontario, this language has been English and in some regions, French. Representatives of ethnic groups who appeared before this committee were quick to admit that adequate training in the language or languages of their new homeland is imperative if their children are to be equipped to function at an acceptable economic level and if they are to adjust to life in Canada. Some representatives were quite content to continue the present arrangement — having their children attend extra classes or week-end schools. They wondered, however, if something could be done to ease the financial burden or to provide transportation. Members of the Modern Language Committee came to the conclusion that the ethnic groups which have organized classes in schools derive a real satisfaction from this educational effort. In some instances it provides a truly cohesive impetus which is both sustaining and gratifying. Our committee commends these efforts warmly and hopes some form of subsidy from tax revenues may be forthcoming from the provincial government to defray part of the cost of transportation, texts and the training of teachers. This would, however, entail some sort of supervision. It would be a fearsome responsibility for the Department of Education to organize an office entrusted with the task of establishing regulations suitable for and acceptable to all the language groups represented in the citizenry of the province.

The committee was not content, however, to dismiss the question of conservation of the mother tongue in quite such summary fashion. In the section dealing with the third language committee recommendations are made for those languages for which the Ontario Department of Education already has a prescribed programme. These recommendations attempt to make general provision for the teaching of German, Spanish, Russian and Italian on a modern efficient basis at the level of the secondary school. This is only a very partial answer to the question under consideration.

Considerable support was given to the suggestion that in communities marked by a predominant ethnic group, the elementary curriculum could be organized to provide third language instruction in Grades VII and VIII on an optional basis. At the present time this is only a theoretical desideratum since there are no optional subjects offered in the elementary curriculum prescribed by the Ontario Department of Education. The committee felt that it would be possible to overcome this difficulty if it were the only impediment. It recognized, however, that it is already too late in grades VII and VIII to begin study of a language if conservation of a mother tongue is the underlying purpose. It also recognized that there are many serious problems of administration and organization involved in this question. Most important and most serious is perhaps the following consideration.

The Second Language Committee has already recommended the teaching of French in all Ontario schools from Kindergarten or Grade I through all elementary and secondary school grades. This recommendation, if accepted and implemented by the Department of Education, will require reorganization of the elementary school curriculum, organization of a supervisory staff, recruitment or training of teachers on a large scale, provisions for in-service training in those school systems where the regular classroom teachers are to assist in the French programme. We feel that until the French programme for elementary schools is adopted, put into practice and given a chance to become securely established, it would be premature to recommend and press for including the teaching of languages other than English and French, even on an optional basis and even as a regional deviation, in the provincial elementary school system.

The Committee recognizes that communication, sympathy and understanding between generations are greatly increased when parents and children can communicate readily and freely in the parents' mother tongue; it recognizes also that children have a greater desire to learn the parents' mother tongue if it is granted obvious social acceptance by being included in the school curriculum, and it recognizes also that children who feel pride or interest in the cultural background of their parents find social adjustment far easier.

While feeling every sympathy for the wishes of the numerous ethnic groups, while admiring their present efforts to conserve mother tongues other than English and French by supporting private schools and private classes, and while sympathizing most sincerely with the problems and difficulties which these efforts involve, the July 1964 Committee regretfully concluded that it could recommend only that changes in the elementary educational system should be, for the present, directed primarily to the provision of a programme aimed at teaching English and French as the basic communication pattern of this province.

III: The Third Language

There has never been a period in man's history when a knowledge of modern languages has been so important politically, economically and socially as today. The Second Language Committee of the Ontario Curriculum Institute, which worked throughout the month of July, 1963, recognized that the French language has special claims upon English-speaking Canadians. The magnitude of its task in making recommendations for the teaching of French to English-speaking students in Ontario precluded, at that time, any detailed study of the aims, role and problems of other modern languages authorized at present by the Ontario Department of Education or of the claims of those languages which might be added to the curriculum in the future. Unquestionably the acquisition of a third or fourth language by our students is highly desirable. The role and value of a second language in the Canadian society already stated on pages six and seven of the Interim Report of December, 1963, are just as compelling when applied to the third or fourth language. Therefore every encouragement should be given to Ontario students to widen their linguistic horizon and the best possible programmes should be made available to them. Present shortcomings in our courses should be eliminated and an improved course for the future should be outlined. During the winter of 1964 the Core Committee, reinforced by visiting educators presently engaged in the teaching of those modern languages now on the curriculum, discussed in considerable detail such matters as the following:

1. the place of the third language in the curriculum, should the programme for beginning French in Kindergarten or Grade I be implemented;
2. desirable objectives of third language programmes;
3. the most satisfactory age for beginning a third language;
4. the desirability of selecting students for third language classes on the basis of previous academic achievement;
5. the problems now confronting teachers of third languages (books, aural-oral work, courses of study, audio-visual aids, testing);

6. the problem of obtaining well-qualified teachers, fluent in a third language;
7. the advisability of recommending the inclusion in the high school and university curriculum of languages, not now offered in our secondary school programme, such as Chinese, Japanese, Arabic and Hindi.

It was soon apparent to the 1964 Winter Committee that there was need for a more prolonged and more detailed study and for specific recommendations which might suggest ways to eliminate the problems and weaknesses in the existent programmes, and outline possible courses of action for the future. It was therefore deemed advisable that the Summer Committee of 1964 should examine carefully the teaching of languages other than French and English in the schools of Ontario, with a view to making specific suggestions which would remove the third language from the periphery of the school curriculum and which would offer immediate solutions to interim problems.

At the outset the 1964 Summer Committee expressed the opinion that the present practice of most Ontario secondary schools of offering only a three-year course in the third language is making both the teaching and the learning of the language unsatisfactory. A course of this length is inadequate for the fulfilment of the aims laid down by the Ontario Department of Education. More time is needed for oral-aural work, reading, free composition, the absorption of the patterns of the language and of its culture. Furthermore, in some schools students complete the course and write the Grade XIII examination at the end of Grade XII. We believe that this telescoping is inconsistent with good language learning. Furthermore, in these schools an added problem is created for students who intend to enter honour language courses at university. During this final year at high school they do not take any course in the third language and thus have a year's gap in a major subject at a very important point in their educational development. We therefore recommend that in areas where there is sufficient demand for a third language, and for which there is an existent sequential programme already authorized by the Department of Education, the study of a third language be made available at Grade IX and that there be a sequential optional programme taught at least one full period daily in Grades IX through XIII. This recommendation at present is limited to Italian, German, Spanish and Russian, but as provision for certification of teachers in other modern languages is made, such languages should also be included as optional studies in the grades specified. Our committee is of the opinion that in these programmes the development of oral fluency should be a primary aim and that facility in reading and writing must be developed and cultural values emphasized. Although we recognize the desirability of commencing the oral programme earlier than in Grade IX, we are also aware of the difficulty of implementing a course involving language options in the elementary schools where there are at present no optional subjects, where sheer numbers would render well nigh impossible the provision of sufficient qualified personnel, and where an obligatory programme in French has not yet been established. However, by beginning the third language in Grade IX and continuing it for five years, we would remove the all too brief and crowded three-year courses which are now so prevalent and we would provide much greater opportunity for the development of oral-aural skills.

Another matter which claimed the committee's attention was the question of who should be permitted to begin the study of a third language in secondary school. There is wide variation here. In some schools the door is open to all interested in trying a third language, whereas in many schools the students may undertake such studies in Grade X or Grade XI only if they have already obtained high marks in French and have a specified overall average. Although the best basis for predicting success in a third language appears to be previous achievement in French or in English, it is obvious that interest, motivation, age and maturity are determining factors. Particularly in the oral-aural field there is valuable experience to be gained from the study of a third language even if the course is not continued and completed. On the other hand, there is the possibility that permitting all comers (without specified requirements) to try a third language may have a deleterious effect on the general attitude and progress of a class. The importance of this factor was reflected in the vote of our committee which recommended, with only a bare majority, that a third (or fourth or fifth) language should be offered in a sequential programme taught at least one full period daily for five years as a *true* option, beginning in Grade IX, *open to all students.*

Restrictions in language study are placed on some students by geographic location. Generally third language courses are offered only in larger centres and many Ontario young people are prevented from enrolling in courses in German, Spanish, Russian or Italian because no opportunity is provided by their community for study of these subjects. Frequently parents are unaware of their prerogatives and do not demand that these subjects be made available. The attitude of principals and administrators is also a factor; in some areas, because only a small number of students show an interest in such studies, there is a tendency to ignore them. We believe every student should have an opportunity to study the languages authorized by the Department of Education, and we resolve that whereas the Ontario Department of Education presently authorizes courses in

Spanish, Italian, German and Russian and whereas, despite this fact, many students are being handicapped by the lack of a local programme in a third language at the secondary school level, District High School Boards and Urban Secondary School Boards be urged to make provision for instruction in a third language and, if need be, on a centralized basis.

Information obtained from experienced teachers of Russian, Spanish and German, convinced the Winter Core Committee, and subsequently the July 1964 Committee, of the need in two different areas for a detailed study of the particular problems of teaching the third language — (a) a revision of present courses in order to provide a good five-year sequential programme for each language now authorized, in the light of a recommended French programme to begin at Grade I, and (b) a close examination of the immediate problems of the present courses such as textbooks (a comparison of beginners' texts in French with those of the other languages reveals a dire need for more attractive and better organized books), visual aids, oral testing (at present non-existent at the Grade XIII level), up-to-date book lists, etc.

We therefore recommend that the Ontario Curriculum Institute set up sub-committees of the Modern Language Committee to develop and outline five-year sequential programmes in German, Spanish, Italian and Russian, and that the sub-committee members be experienced teachers of the subject in question. The intention is that there will be a sub-committee for each of the languages mentioned and that the membership of each subcommittee will be limited to four or five persons representing, where possible, the various areas of the province. We urge that the sub-committees be appointed immediately and that they begin work at the earliest possible moment. In addition we wish to state that the present problems are sufficiently urgent to require immediate attention so that interim remedies may be found and improvements made in existing programmes. We therefore request that under the aegis of the Modern Language Committee of the Ontario Curriculum Institute, small short-term committees be set up forthwith to consider recommendations that might be made to the Department of Education in connection with the immediate problems in the programmes for German, Spanish, Italian and Russian, with special reference to textbooks, availability and use of audio-visual aids, the Grade XIII examinations, oral testing, teacher supply and training and opportunities for teachers to improve their oral fluency.

Our committee considered not only languages presently authorized in Ontario, but others such as Japanese, Chinese and Arabic. We believe that in view of the present world situation and the probable course of international, political and social developments, it is imperative that attention be given to producing Canadian scholars competent in the Chinese language — scholars who are able to speak the language, to understand and evaluate the culture and ideology of the country, and to study and report on its economic and social trends. The committee urges, therefore, that the universities of Ontario establish courses in the Chinese language both in the general programme and at the honours level. It would subsequently be practicable for the Department of Education to establish and authorize a course in Chinese at the secondary school level. Since the emphasis in world affairs is relative and constantly shifting, our committee further recommends that provision be made, as it becomes possible, for similar courses in languages such as Japanese, Arabic and Hindi.

IV: Teacher Training and Certification

(A) ELEMENTARY SCHOOLS ATTENDED BY ENGLISH-SPEAKING PUPILS

There is at present in Ontario provision for the training and certification of teachers of French only for the secondary level. We are of the opinion that the requirements for the certification of language teachers at the secondary level should be modified, and have made recommendations to that effect. It would be contrary to the spirit of these recommendations to envisage an inferior standard of training and linguistic competence for teachers of French in the elementary schools. There is, however, a pressing need to provide teachers to meet the widespread demand for the introduction of oral French at an earlier age than has traditionally been envisaged. It is imperative that teachers participating in the elementary school programme should have sufficient fluency and flexibility in their use of French to cope with a completely oral presentation. No teacher should be allowed to attempt to teach the language until he has achieved this competence. School Boards should enlist the help of French specialists in the secondary schools to hold classes in French for elementary school teachers interested in furthering their knowledge of the French language and improving their oral fluency with a view to teaching French in the elementary schools. At the present time, Grade XIII standing in French is not required for admission to teachers' colleges; nor does the committee feel justified in suggesting such a requirement at this time. It is consequently not possible under existing circumstances to institute French as a compulsory subject in the training of elementary teachers.

We therefore recommend that French be offered as an option in the regular course at teachers' colleges for students who have the necessary standing in Grade XIII French. We feel that the course should be one of content (phonetics, pattern structures of the language, extensive reading for purposes of vocabulary building and possibly laboratory work). Candidates who complete successfully the French option at teachers' colleges should be required in addition to attend two summer courses: the first of these to consist of intensive oral work and the second to be a course in methodology. Such a programme would produce a nucleus of teachers for a beginning.

As an interim measure we recommend that the Department of Education provide three levels of certification in elementary school French. These levels would provide for teachers wishing to teach French: 1. from Kindergarten to Grade IV; 2. from Kindergarten to Grade VIII; 3. to assume the responsibilities of a consultant teacher in the elementary school French programme. A fourth level of certification should be provided to permit teachers to instruct in French in both the elementary and secondary schools of Ontario. This certificate would also qualify the holder to be eligible for appointment as either an elementary school supervisor or as chairman of a French department in a junior high school. While the certificates for the first three levels involve the elementary branch of the Department of Education only, the fourth level involves the secondary branch* and in addition the Ontario College of Education. At present it is possible for suitably qualified elementary school teachers to obtain, by attendance at a summer course at the Ontario College of Education, a certificate to teach in the secondary schools. We recommend that a similar provision be made to enable suitably qualified secondary school teachers to qualify to teach French in elementary schools.

It is unlikely that elementary school teachers will be attracted to courses leading to certificates to teach elementary French unless School Boards are prepared to make provision in their salary structure for recognition of these certificates and Ontario Universities are prepared to consider how courses leading to such certificates might be recognized for degree purposes. We therefore urge that these bodies consider appropriate action.

(B) SECONDARY SCHOOLS

While there has been an improvement in teacher supply for elementary schools in recent years, there is still an inadequate supply of specialists or even Type B endorsed teachers at the secondary level. Fewer than one in five of the secondary school teachers entering the profession in Ontario now does so via the regular academic winter sessions at the Ontario College of Education which provide a preparation for teaching far more thorough than it is possible to provide in the emergency summer courses.

The indefinite continuance of these summer courses is a temptation to capable university students, who might otherwise complete an honours course and take their Ontario College of Education training at the regular winter session, to transfer to the general course so as to be eligible for employment two years earlier. It can be anticipated that the shortage of qualified secondary teachers will continue and that the staff requirements of universities for honours course graduates will further contribute to the present acute shortage of qualified secondary school teachers with Type A (Specialist) standing. Furthermore, in the case of language teachers, entry to the profession via the emergency summer courses precludes the possibility for three summers after graduation of study in the milieu where the language is spoken.

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*This report was prepared in the fall of 1964, prior to the reorganization of the Department of Education.

We are concerned with the supply of adequately prepared language specialists in the secondary schools of Ontario and feel strongly that university students should be encouraged to complete a university honours programme and proceed to the winter session at the Ontario College of Education. One inducement would be the provision of scholarships for study and travel in an appropriate language milieu for graduates of the Ontario College of Education winter course, such scholarships to be available only in the three months immediately following completion of the course. Where such scholarships are offered to Ontario teachers by the Quebec, French or German Governments, Boards of Education in Ontario could reciprocate by offers of assistantships in their school system to Quebec, French or German graduates who plan to teach English in their home environment.

A determined effort should be made to ensure that the problem of providing a continuing supply of adequately trained language teachers of native Canadian origin is properly understood by those responsible for the allocation of scholarships for study in the milieu where the language is spoken.

In view of the financial advantages that accrue to language teachers who enter the profession through the channel of the emergency summer courses, the marked monetary loss to teachers who prepare themselves more adequately by attendance at the Ontario College of Education winter course (sometimes after completion of residence abroad) should, to some extent, be compensated for by some form of bursary offered either locally or provincially.

We feel strongly that the Ontario College of Education emergency summer courses should be discontinued as soon as practicable. All courses are not offered in the summer (e.g. there are no third language courses) so that some candidates may not have the opportunity to take as an option one of their honours subjects or even their major subject. In such cases prospective teachers of third languages enter the profession with no methods courses or teaching practice in these subjects.

It is a particular satisfaction to learn of the steps taken by the Dean of the Ontario College of Education to extend observation and practice teaching during the regular winter course, both in terms of time spent in the classroom and the range of schools from which associate teachers of the college are being drawn. We recommend regular consultation among the Ontario College of Education, the teaching associates of the College, Department of Education inspectors of moderns, and university language departments. The new College of Education being built at the University of Western Ontario will have a language laboratory and seminar rooms as recommended in the 1962 report of the Minister's Committee on the Training of Secondary School Teachers. It is most regrettable that the continuing shortage of accommodation at the existing Ontario College of Education precludes similar provision there.

There are of course other aspects of teacher training which should be given attention. In addition to the present courses for language teachers entering the profession, we believe that the Ontario College of Education should provide refresher seminars during the summer for experienced teachers and for teachers re-entering the profession. With the increasing emphasis on the oral aspects of language learning, it would be timely to appoint native-speaking "assistants" to the staff of the Ontario College of Education after the practice of similar institutions in Britain and Europe. There is also need for more uniform academic preparation of candidates before admission to the Ontario College of Education language methods courses. The committee therefore endorses the recommendation of the Minister's Committee on the Training of Secondary School Teachers concerning the need to require Ontario College of Education candidates to produce evidence of adequate academic preparation before admission to Ontario College of Education courses. We urge the introduction of a qualifying examination for this purpose so that the maximum emphasis during the year at the Ontario College of Education may be placed on methodology as opposed to content.

In the light of our recommendations concerning certification of teachers of French in the elementary schools, changes in the provisions for certification at the secondary level are also recommended. Special training is necessary to attain oral facility in a modern language and there should be a residence requirement before a teacher is recognized as competent to teach a second or third language. Oral fluency is not the only desirable by-product of a period of residence in the language milieu. Language is the product of a living culture and language teachers should have frequent contact with this culture. We urge school boards and teachers to recognize this in salary negotiations since residence in the language milieu rarely leads to an extra degree recognized for additional salary allowance.

True bilingualism is rarely achieved even under the most favourable circumstances. Likewise, teachers with even marked linguistic aptitude seldom achieve an equal level of fluency in two foreign languages, unless they have had long residence in the milieu where the languages are spoken and have a thorough mastery of the structures of these languages. If a specialist certificate were granted for one language, university honours programmes could be improved and real oral fluency more readily achieved by prospective language teachers. We accordingly recommend that a single honours programme, which makes provision for intensive aural-oral work be accepted as fulfilling the academic requirements for a Type A certificate.

As long as secondary school principals are compelled by circumstances to employ teachers who themselves have an inadequate oral mastery of the language being taught or conversely, in the case of native speakers, an inadequate appreciation of the contrasting English structures, there is little likelihood that language learning will be the vital experience for the student that it should be. The committee therefore urges that the Type B certificate list the options which have been successfully completed and that secondary school principals try to assign language classes to those staff members whose certificates show that they have the necessary background and training.

None of these provisions will be meaningful unless the language departments of Ontario universities are prepared to place an added emphasis on the aural-oral aspects of language courses consistent with the growing need for fluency on the part of language teachers in Ontario schools. We therefore urge that the Universities take steps to meet this need.

SCHOOLS ATTENDED BY FRENCH-SPEAKING PUPILS

The present minimum requirement for graduation from the University of Ottawa and Sudbury Teachers' Colleges is a one-year course following completion of Grade XII. Pupils and teachers in French language schools have to cope with instruction in both French and English. In view of the fact that this places a heavy demand on the scholarship of teachers, Grade XIII standing should be required for admission to these teachers' colleges at the earliest possible moment. All candidates for admission to the University of Ottawa or Sudbury Teachers' Colleges should be given an oral test in French and in English and candidates whose oral competence is inadequate in either language should be required, as a condition of admission, to complete two months' residence, under approved conditions, in an appropriate milieu. Furthermore, candidates who are weak in either language should be encouraged to reside, during the period of their teacher training, in a home where this language is spoken. As an interim measure, no Grade XII candidate with an overall average of less than 66% should be admitted to the University of Ottawa or Sudbury Teachers' Colleges and the school year for such candidates should be extended to ten months.

We feel that the Department of Education should establish levels of certification to permit graduates of the University of Ottawa and Sudbury

Teachers' Colleges to instruct in English schools attended by French-speaking pupils and urge that in the present English-language methods course at these teachers' colleges, increased emphasis be placed on aural-oral techniques. There is an urgent need for supervisory and consultative staff for the teaching of English in the schools attended by French-speaking pupils. It is our opinion that certified supervisors and consultants should be provided. The question of necessary courses and qualifications, however, should be deferred for further study by the Modern Language Committee.

V: The Teaching of English in Schools attended by French-speaking Pupils

The Second Language Committee studied at some length in July 1963 the place of languages in the curriculum of the elementary and secondary schools of this province. Its chief concern during these first meetings was to outline a new programme for French which would begin in Kindergarten or Grade I and continue without interruption to the end of Grade XIII. The 1964 Summer Committee continued the evaluation of the place of a second language in the curriculum, but this time with particular reference to the teaching of English in schools attended by French-speaking pupils.

This intricate and important topic, already entangled by pedagogical and psychological uncertainties, is made still more complex by the economic pressures in the province and the present national political situation. It is further complicated by demographic considerations such as the preponderance of French in the population of certain areas and of English in others. Hawkesbury and Windsor represent two such areas. The committee therefore realizes that, while it is committed to making what it considers pedagogically sound recommendations, it is nevertheless only at the beginning of this study. It strongly advocates that, in the light of the urgency for better understanding between French and English-speaking Canadians, the need to encourage bilingualism, the unique opportunity in Canada to obtain new insight into language and language acquisition, and in view of Canada's increasing dependence on the United States for scientific knowledge in the field of language learning, official bodies such as the Canada Centennial Committee and the Federal Government provide funds on a continuing annual basis as a centennial project for grants-in-aid of basic research into problems associated with the learning and use of French and English as either first or second languages. It is further recommended that a representative committee be set up by the sponsoring body for the purpose of evaluating proposed research projects in terms of their scientific rigour and potential implications for the improvement of the acquisition and use of the said languages, and that this committee endorse for financial support such projects as it approves. This summer's study is therefore to be treated as only one of the steps along the road to scientific knowledge of the teaching of English as a second language.

Two sub-committees were formed to study the teaching of English in schools attended by French-speaking pupils: Committee I was to study and report on the elementary school programme, while Committee II was to deal with the secondary school curriculum. A preliminary discussion by the second group revealed that this committee did not have sufficient knowledge of the situation existing in areas with large concentrations of French-speaking pupils, nor did it have at its disposal pertinent briefs submitted to the Minister of Education. The Modern Language Committee has asked therefore that a sub-committee be created to undertake a thorough study of this problem and to make recommendations. The said committee should also study and report on the teaching of subjects other than French in the French language in public and private secondary schools in which there is a sufficient concentration of French-speaking pupils. The teaching of English as a second language in secondary schools will not therefore be discussed in this report since it has been deferred for future study. We will discuss only the curriculum in the schools attended by French-speaking pupils in which approximately 89,000 pupils participate.

A BRIEF REVIEW OF CURRENT PRACTICES IN THE TEACHING OF ENGLISH

The logical point of departure was a study of the present programme in the schools attended by French-speaking pupils. English begins at the Grade II level on a completely aural-oral basis. In Grades III and IV the direct method is gradually superseded by increasing emphasis on written work and reading. The reading includes phonics, pre-primers, and graded readers from Grades I through VIII, equal in difficulty to those used in the English language schools of the province. From Grade V on, the pupil is expected to speed up his acquisition of English so that by the time he reaches Grade VIII he has mastered all that his counterpart in the English schools has accomplished, using the same books. By the end of the elementary grades, therefore, he has studied the whole series of spellers, language books, and readers that have been studied in the other schools of the province.

Such a heavy programme requires much time. The Grade II time allotment is optional, depending on the children's previous knowledge of English. In the first term of Grade III twenty minutes a day are assigned to this subject. During the second term this becomes thirty-five minutes; in Grade IV, forty minutes; in Grades V and VI, seventy minutes; in Grades VII and VIII, seventy-five minutes daily. This is considerably less than the ninety minutes per day prescribed for English from Grade I through Grade VIII in English-language schools. In order to achieve the end in view, some time is taken from time allotted to French and even more from other subjects on the curriculum.

It is clear, therefore, that except for the first few months, the same programme must be followed with the same books, and the same type of examinations as in English-language schools. It is significant that for many years pupils whose mother tongue was French were still required to write the same Grade VIII English departmental examinations as the other pupils of the province, just as today these pupils must write the same Grade XIII examinations.

A breakdown of the time presently spent on French, English, and other subjects in both the English and French-language schools will help to clarify the above:

Schools attended by French-speaking pupils

English in Grades 2, 3, 4.

Grade 2	—Optional amount
Grade 3 (1st term)	—20 min. daily
(2nd term)	—35 min. daily
Grade 4	—40 min. daily

Grades 5 to 8

Français	375	—75 min. daily
English	375	—75 min. daily
Hist. & Geog.	225	—45 min. daily
Health & Phys.Ed.	75	—15 min. daily
Music & Art	75	—15 min. daily
Science	75	—15 min. daily
Arithmetic	150	—30 min. daily
Religion	150	—30 min. daily
	1500	

English-language schools

Grades 1 to 6	%	*Week*	*Day*
English	30	450	90
Social Studies	20	300	60
Health & Phys.Ed.	10	150	30
Music	10	150	30
Art	10	150	30
Science	10	150	30
Arithmetic	10	150	30
		1500	

Weakness of this programme and resultant problems

Before considering this bilingual programme and its resultant problems, one has to realize the fact that forty years ago such a programme was the only compromise acceptable to the two existing groups.

After nearly forty years the weaknesses of the above programme have become obvious. It requires that two totally different linguistic systems be absorbed on the same basis, with the same type of tools for both, in the same span of time, i.e., eight school years. A child whose mother tongue is French is expected to absorb the same amount of vocabulary, structural and grammatical content in English as his counterpart in the English schools, and in the same manner, while at the same time learning an equal amount of the same type of material in his own language. Telescoping an eight-year English programme into six years or less makes for a timetable and programme bursting at the seams. The situation may be worsened in the case of children coming from predominantly French areas. Something has to give way in consequence and so Peter is robbed in order to pay Paul, i.e., time is subtracted from English, French and Social Studies, and to an even greater extent from Science, Health and Physical Education, Art and Music. The same intensive training is required in both languages without a comparable amount of time. The whole programme in Social Studies must be covered in fewer hours, while the other subjects abovementioned are reduced to an absolute minimum. Since the same amount of written work and reading is required as in the other schools, the aural-oral approach must of necessity be dropped too soon. As a result, the pupil may actually lose the proficiency gained in speaking while acquiring, but imperfectly, the written work on which he is to be examined at the end of each grade. Furthermore, by the time the pupil studies the same book his English counterpart has studied, it is suited neither to his grade nor to his age, nor indeed to his linguistic development. The psychological and pedagogical validity of such an approach is highly questionable.

Experience has proved that this procedure creates more problems than it solves. In a great many cases the pupil finishes grade school with highly defective linguistic equipment accompanied by only minimal knowledge in Science, Music and Art, Health and Physical Education. All the problems created by such a programme stem from the fact that the pupil is being placed in the anomalous situation of having to learn and to maintain two mother tongues which must, at least in theory, be functioning on an equal level of proficiency by the end of elementary school. Such a programme places a very heavy study load on the pupils because of the double set of language examinations to be passed, one of which is not suited to his needs.

The problems are further aggravated by the fact that at the present time French as a language of instruction is limited to elementary schools and to Grades IX and X, but only where these two grades are integrated with the elementary school system. Thus, in secondary schools, French becomes a second language for these French-speaking students. Pupils who have had both French and English as a language of instruction at the elementary level must count English as their first language at secondary and university level.

In addition, when one considers that the teachers in the system must necessarily be products of such a system, that such teachers find themselves burdened by an excessive workload because of the preparation involved in teaching two mother tongues, a double series of mother-tongue-language examinations with their double set of corrections, one need not wonder that only the elite become excellent in both languages. It is true that a few others attain excellence in either one or the other, but many tend to set up psychological barriers or develop negative attitudes and are unable to survive such chaotic indifference to the laws of both psychology and pedagogy.

A Tentative Outline for an Integrated English Course

It is apparent that the present situation requires urgent measures to break the vicious circle in which the system finds itself enmeshed. The committee has drawn up a tentative outline for a programme which it hopes will help bring about a consistent approach to source materials and the presentation of the English language. The basis on which it is constructed is simply this: just as French is considered a second language in the English-language schools, English should be considered a second language in the schools attended by French-speaking pupils. In accepting such a principle the members simply reiterated those already adhered to in its 1963 interim report,[1] one of which is of sufficient import to be included here:

> Within Canada, French is one of the two native languages. This reality is the product of our history. Canada has inherited two main ethnic groups with different cultural and historic traditions. Compromise between their respective rights and interests constituted a foundation stone of the Canadian union of 1867. The partnership of Confederation has never been an easy one, least of all the relationship between English and French-speaking Canadians. Today we face a new crisis in this relationship. We seek to maintain unity amidst diversity and to protect the identity and interests of both peoples within the bonds of union for the good of all. Success depends upon mutual respect, understanding and tolerance. The attainment of these goals is dependent on a mutual desire to reach them. An education that develops competence in both French and English can offer the best opportunity for the advancement of the individual citizen, and for the promotion of the public welfare and the unity of Canada.[2]

When the committee members of 1963 and 1964 established a priority in the learning of languages in both the English schools and the schools attended by French-speaking pupils, it was only facing the reality of history. Such an admission does not mean that English will be neglected in schools attended by French-speaking pupils. On the contrary the use of English in diplomacy, in business, scholarship, literary creativity and on the international scene[3] does but add to the already compelling political reasons for learning it.

[1] Ontario Curriculum Institute, French as a Second Language, an Interim Report of the Second Language Committee, December, 1963.

[2] Ibid. pp. 7, 8.

[3] Ibid. p. 10.

Such considerations helped the committee to outline a programme based on the aural-oral method which (by its cohesion and compactness) is designed to suit the needs of the pupil while helping him to attain a place in Ontario suited to his abilities and aspirations amongst his fellow Canadians. It was felt that an adjustment of *time allotment* accompanied by a change *in method* and *in books* would more than compensate for the apparent loss.

Because of the overwhelmingly English surroundings and atmosphere which militate against the preserving of the pupil's mother tongue, but which at the same time facilitate the learning of English, the committee kept the introduction of this language at the present Grade II level, with the allotment of time devoted to it being determined by local conditions. Such a stipulation provides the flexibility necessary in a province where linguistic conditions vary so widely. In Grades III and IV, twenty minutes every day will be spent on this subject, in Grades V and VI, thirty minutes daily and in Grade VII and VIII, forty-five minutes a day. The amount of time spent on French, ninety minutes a day, is to be brought in line with that devoted to the teaching of English in English-language schools, while more is to be given to Social Studies, Arithmetic, Science, Health, Music and Art than formerly. Lessons in Arithmetic, Geography, Current Events, Science and Health will be reviewed in English, thus providing a further contact with the second language. It should be noted that the programme already recommends more time for English than was requested for French in English-language schools in the programme proposed by the 1963 Second Language Committee (fifteen minutes daily Grades I through V, thirty minutes daily Grades VI through VIII)[4], but the virtual necessity of knowing English in Ontario justifies, we hope, this additional time.

The accompanying tables will give the reapportionment of time for Français, English and the other subjects:

Schools attended by French-speaking pupils

Grades III and IV	Per week	Per day
Français	450 min.	90 min.
English	100 "	20 "
Social Studies	225 "	45 "
Health & Phys.Ed.	100 "	20 "
Music & Art	100 "	20 "
Arithmetic	175 "	35 "
Religion	150 "	30 "
Writing	50 "	10 "
Science	150 "	30 "
	1500 min.	

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[4] Ibid. p. 16.

Grades V and VI	Per week	Per day
Français	450 min.	90 min.
English	150 "	30 "
Social Studies	225 "	45 "
Health & Phys.Ed.	100 "	20 "
Music & Art	100 "	20 "
Arithmetic	175 "	35 "
Religion	150 "	30 "
Science	150 "	30 "
	1500 min.	

Review in English of lessons in Arithmetic, Geography, Current Events, Science and Health.

Grades VII and VIII	Per week	Per day
Français	450 min.	90 min.
English	225 "	45 "
Social Studies	225 "	45 "
Health & Phys.Ed.	75 "	15 "
Music & Art	75 "	15 "
Science	100 "	20 "
Arithmetic	200 "	40 "
Religion	150 "	30 "
	1500 min.	

Review in English of lessons in Arithmetic, Geography, Current Events, Science and Health.

The content of this programme is to be based mainly on the aural-oral approach with a gradual introduction of reading and written work. The study of phonics is introduced in Grade III because the child has already been initiated into its mechanics in Grade I French. Such a procedure will permit rapid progress in reading which is introduced in Grade IV. Grammar should not receive an undue amount of stress since,

> Knowledge of the grammar of a language is an end not a means to an end (and since) such grammar represents the language in its final and most complete form.[5]

Oral Spelling is to be begun in Grade V, written Spelling in Grade VI, while memory work appears in Grade VII and written reproduction accompanied by free composition in Grade VIII. It must be borne in mind that written work begins in Grade VI and that oral composition will be carried on throughout the grades.

The following résumé compares present content with the suggested programme while the second attempt to schematize will show a more detailed breakdown of subject matter:

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[5] Ibid. p. 13.

I

Content of English Course in Schools attended by French-Speaking Pupils

Grade	*Present*	*Suggested*
II	comprehension	comprehension, speaking
III	speaking, phonics, reading	comprehension, speaking, phonics
IV	formal grammar, reading, written spelling, composition	comprehension, speaking, phonics, reading
V through VIII	formal grammar, literature, oral composition, reading (all of these subjects require two periods each per day) Spelling four or five periods	Add to the above oral spelling in Grade V Add to the above written spelling in Grade VI Add to the above memory work, oral reproduction, reading aloud, silent reading, copying (transcription), paraphrasing, summarizing, completion exercises in Grade VII. Grade VIII adds to the above written reproduction, free composition, reading for comprehension and discussion, of a wide range of materials some of which might be taken from correlated subjects.

II

English as a second language for French-speaking pupils in Elementary Schools

A programme similar to French for English-speaking pupils based upon the aural-oral method, starting in Grade II.

Aims: Similar to those stated in "French as a Second Language, An Interim report of the Second Language Committee, December 1963", i.e., to understand, speak, read, and write the language with effective mastery in a given situation, keeping in mind that total familiarity with the mother tongue within the limits of the child's experience is necessary before he is introduced to the second language.

Grade II — comprehension and speaking
no specified time allotment because of local conditions

Grade III — comprehension and speaking
four months — phonics

Grade IV — comprehension and familiar patterns of speech
introduction of reading — familiar words only

Grade V — stressing comprehension by speed in responding
improving speech
reading continued with familiar words
introduction of oral spelling

Grade VI — same as above for comprehension and speech
reading with new words
written spelling

Grades VII & VIII — comprehension—question and answer related to reading
speech — oral fluency stressed
    use of idioms
    increased vocabulary
    memory work
    oral reproduction of stories
reading — aloud
    introduction of silent reading
    supplementary reading
writing — transcription from blackboard or text books
    paraphrasing
    summarizing of stories
    oral and written spelling, first-sight dictation
    completion exercises
    controlled writing
    questionnaire to be answered for homework
— reading for comprehension and discussion, not for analysis, of a wide range of materials

The committee strongly urges, in addition, that the Department of Education provide financial assistance and obtain leave of absence for educators to prepare textbooks suited to the needs of pupils attending French-language schools. Such a course of action will reinforce the aural-oral techniques which will be used and thus contribute to a sound and useful knowledge of English.

CONCLUSION:

In drawing up such a programme the committee has recognized that *conformity* must not be mistaken for *unity*. People can retain ethnic differences while fruitfully and peacefully communicating with fellow citizens of other origins. Ethnic unity does not necessarily provide social unity as history shows. It is felt that such diversities as now exist in Canada can and do constitute a type of wealth not lightly to be dissipated. Canadian unity must involve unity of hopes and aspirations, unity of country and liberty, unity of basic human needs. Such a concept, it is felt, will make a vital contribution to the formation of a true Canadian nation.

VI: Recommendations

The Modern Language Committee requests that the Board of Governors of the Ontario Curriculum Institute forward the following recommendations to the appropriate bodies:

A. THE ONTARIO DEPARTMENT OF EDUCATION

1. In areas where there is sufficient demand for a third language, for which there is an existent sequential programme already authorized, it is recommended that the study of a third language be made available at Grade IX and that there be a sequential optional programme taught at least one full period daily in Grade IX through Grade XIII. This recommendation at present is limited to Italian, German, Spanish and Russian, but as provisions for certification of teachers in other modern languages is made, these languages also should be included as optional studies in the grades specified.

2. It is recommended that a third (or fourth or fifth) language be offered in a sequential programme taught at least one full period daily for five years as a true option, beginning in Grade IX, open to all students.

3. The committee urges that universities set up honours programmes which specialize in one subject only (English, French, German, Italian, Russian, Spanish) and recommends that the Ontario Department of Education accept the single honours programmes as fulfilling the academic requirements for a Type A Certificate.

4. It is recommended that the Department of Education be asked to offer French as an option in the regular course at teachers' colleges, for students who have the necessary standing in Grade XIII French.

5. It is recommended that the Department of Education be asked to provide for certification in elementary school French. The committee envisages four levels of certification and offers the following suggestions:

Certificate to teach Elementary French, Level 1

Requirements: At least 60% in Grade XIII French, PLUS
The French option at teachers' college (consisting of French grammatical structures, phonetics, oral practice, extensive reading), PLUS
Two summer course programmes, the first of which will consist of intensive oral practice, leading to (second summer) a course in methods of instruction in French (including practice teaching) at the Kindergarten to Grade IV level. (Teachers with at least 60% in Grade XIII French, already certificated under present regulations, should be enabled to take a preliminary additional summer course to cover the work of the French option in the regular winter course at teachers' college.)

Certificate to teach Elementary French, Level 2

Requirements: Completion of requirements for the Certificate to teach Elementary French, Level 1, PLUS
Two months' residence under approved conditions in a French milieu, PLUS
A summer course in methods (including practice teaching) for Grades V-VIII.

Certificate to teach Elementary French, Level 3

Requirements: Completion of requirements for the Certificate to teach Elementary French, Level 2, PLUS
An additional two-months' residence under approved conditions in a French milieu, PLUS
An advanced course in teaching methods, including consultant problems at the elementary level Grades I-VIII.

This qualifies the candidate to teach French in Grades I-VIII and to be eligible for appointment as French consultant.

Certificate to teach Elementary French, Level 4

Requirements: Elementary Teachers' Certificate; B.A., with a French major, and not less than two months' residence in an approved milieu, PLUS
Either an interim HSA Type B certificate endorsed

for elementary school French* or a summer school course in elementary school methods in French, Grades I-VIII

OR

B.A., with a French major, and not less than two months' residence in an approved milieu, PLUS
An interim HSA Type B or Type A certificate, PLUS
A summer course in elementary school methods in French, Grades I-VIII**

This qualifies the candidate to teach French, Grades I-X, and to be eligible for appointment as either an elementary school supervisor or as chairman of a French department in a junior high school.

6. The Committee recommends that the Department of Education, the Ontario College of Education and the Ontario Teachers' Federation be urged to recognize that special training is necessary to attain oral facility in modern languages and that, for salary purposes changes in certification are needed to secure recognition of this. It is further recommended that, on completion of residence of not less than four months in the milieu of the language in question and under approved conditions (to be defined by the Department of Education), recognition of proficiency in French, German, Russian, Spanish or Italian be provided on the Type B certificate of suitably qualified teachers. The residence requirements should be completed in one or two periods of not less than two months each.
7. It is recommended that all language teachers be required to fulfil a residence requirement of not less than four months in the milieu of the language in question and under approved conditions (to be defined by the Department of Education) before being granted a

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*It is suggested that the Ontario College of Education be asked to provide instruction leading to endorsement to teach French in the elementary schools for (1) students in the winter course who are taking the Elementary School Certificate Course as well as French for the HSA Type B certificate and (2) students in the summer course who are taking French for the HSA Type B certificate.

**It is suggested that the Department of Education be asked to provide a summer course in elementary teaching methods in French for teachers holding an HSA Type A or Type B certificate to enable them to qualify to teach French in elementary schools.

It is further suggested that the Department of Education, in conjunction with the Ontario universities, be asked to consider how courses leading to the Certificates in elementary French might be recognized for degree purposes; and that
School Boards be asked to make provision in their salary structure for recognition of Certificates to teach elementary French.

permanent Type A certificate. This residence requirement should be completed in one or two periods of not less than two months each.

8. It is recommended that the Department of Education be asked to institute, for experienced teachers, summer refresher seminars in methodology, Grades X-XIII, for French and for the third languages. It is further recommended that teachers holding permanent certificates as teachers of modern languages, who re-enter the profession after an absence of five years or more, be required to attend one such seminar course.

9. It is recommended that English be considered a second language in schools attended by French-speaking pupils.

10. It is recommended that English be introduced in the schools attended by French-speaking pupils at the Grade II level, and that the allotment of time devoted to this subject in this grade be determined by local conditions.

11. It is recommended that the allotment of time for English as a subject of instruction in the schools attended by French-speaking pupils be as follows:

    100 minutes per week for Grades III and IV
    150 minutes per week for Grades V and VI
    225 minutes per week for Grades VII and VIII.

12. It is recommended that the Department of Education provide financial assistance and facilitate the obtaining of leave of absence for educators to prepare text books adapted to the needs of schools attended by French-speaking pupils.

13. Since pupils and teachers in schools attended by French-speaking pupils have to cope with instruction in both French and English, which demands high scholarship on the part of the teacher, and since the present minimum requirement for graduation from the University of Ottawa and Sudbury Teachers' Colleges is a one-year course following completion of Grade XII, it is recommended that:

    (a) At the earliest possible moment Grade XIII be the required standing for admission to the University of Ottawa and Sudbury Teachers' Colleges;

    (b) All candidates for admission to the University of Ottawa and Sudbury Teachers' Colleges be required, not later than June 15th of the year of admission, to take an oral test in French and English and that two months' residence under approved conditions in an appropriate milieu be a prerequisite of admission for candidates whose oral competence is inadequate. Furthermore, candidates who are weak in either language should, during their teacher training, be encouraged to reside in a home where this language is spoken.

(c) In the interim period no Grade XII candidate with an overall average of less than 66% be admitted to the University of Ottawa or Sudbury Teachers' Colleges, and that the school year for such candidates be extended to ten months;

(d) The Department of Education be asked to establish levels of certification to permit graduates of the University of Ottawa or Sudbury Teachers' Colleges to instruct in English in French-language schools.

14. It is recommended that in the present English-language methods courses at the University of Ottawa and Sudbury Teachers' Colleges increased emphasis be placed on aural-oral techniques.

15. Since supervisory and consultative staff for the teaching of English in the French-language schools is greatly needed, it is recommended that certified supervisors and consultants be provided, and that the question of necessary courses and qualifications be deferred for further study by the Modern Language Committee.

B. THE ONTARIO CURRICULUM INSTITUTE

1. It is recommended that the Ontario Curriculum Institute set up sub-committees of the Modern Language Committee to develop and outline the five-year sequential programme recommended by the Modern Language Committee in German, Spanish, Italian and Russian and that the sub-committee members be experienced teachers of the subject in question. The intention is that there will be a sub-committee for each of the languages mentioned and that the membership of each sub-committee be limited to four or five persons representing where possible the various areas of the province. It is urged that the sub-committees be appointed immediately and that they begin work at the earliest possible moment.

2. It is recommended that, under the aegis of the Modern Language Committee of the Ontario Curriculum Institute, small short-term committees be set up forthwith to consider recommendations that might be made in connection with the immediate problems in the programmes for German, Spanish, Italian and Russian, with special reference to textbooks, availability and use of audio-visual aids,

the Grade XIII examinations, oral testing, teacher supply and training, and opportunities for teachers to improve their oral fluency.

3. Since recommendations dealing with the teaching of English to French-speaking pupils at the secondary level are dependent upon a thorough knowledge of the situation existing in areas where there is a concentration of French-speaking pupils, and since this committee does not have the necessary background or even the information contained in any one pertinent brief submitted to the Minister of Education, it is recommended that a sub-committee be created to study this problem and make recommendations.
   It is further recommended that the said committee study and report on the desirability and feasibility of teaching subjects other than French in the French language in public and private secondary schools in which there is a sufficient concentration of French-speaking pupils. Such a sub-committee should include:
   (a) a principal of a French-language public secondary school;
   (b) a principal of a French-language private secondary school;
   (c) a teacher of English and History in a French-language public secondary school;
   (d) a teacher of English and History in a French-language private secondary school;
   (e) a subject inspector of History in French-language schools;
   (f) a subject inspector of English in French-language schools;
   (g) a district inspector in French-language schools;
   (h) a Canadian economist or industrialist;
   (i) a social psychologist.

4. Since it is imperative that the French language and culture be preserved in Ontario, while at the same time French-speaking pupils be equipped to live in a predominantly English-speaking province, and since any decisions about the "proper" language of instruction for these pupils will have far-reaching consequences, not only for the pupils involved but for the total population, it is recommended that the committee which the Ontario Curriculum Institute is being asked to set up to examine the teaching of English to French-speaking students have at its disposal the results of a research programme which will obtain opinions from a representative sample of the Ontario population concerning the social, economic and political implications of any change in the language instruction of these pupils.

It is also recommended that owing to the seriousness of any possible changes, the Ontario Curriculum Institute be urged to initiate a province-wide programme to study this matter.

5. In the light of the urgency for better understanding between French and English-speaking Canadians, the need to encourage bilingualism, and the unique opportunity in Canada to obtain new insights into language and language acquisition it is recommended that the Ontario Curriculum Institute urge the Canada Centennial Committee, or appropriate governmental bodies, to provide funds on a continuing annual basis as a centennial project for grants-in-aid for basic research into problems associated with language learning.
6. In the light of the criticism of the current approach to the teaching of a first language at all academic levels and the need to translate into classroom practice the new insights into language learning, it is recommended that the Ontario Curriculum Institute undertake immediate investigation of the need for major revisions of the curriculum at all levels from kindergarten through university in respect of English and French as first languages.

C. SCHOOL BOARDS OR OTHER AGENCIES

1. Although the Ontario Department of Education presently authorizes courses in Spanish, German, Italian and Russian, many students are being handicapped by the lack of a local programme in a third language at the secondary school level. For this reason it is recommended that District High School Boards and Urban Secondary School Boards be urged to make provision for instruction in a third language and, if need be, on a centralized basis.
2. It is recommended that School Boards enlist the help of specialist teachers in the secondary schools to give classes in French for elementary school teachers who are interested in furthering their knowledge of the French language and improving their oral fluency with a view to teaching in the elementary school systems.
3. In view of the special need for language teachers to acquire and maintain oral fluency and to improve their cultural background of the language they are teaching, it is recommended that School Boards be encouraged to establish leave arrangements and to provide financial assistance for experienced teachers willing to spend time in an appropriate milieu under approved conditions to be defined by the Department of Education.

D. THE UNIVERSITIES OF ONTARIO

1. In view of the present world situation and the probable course of international political and social developments, it is imperative that attention be given to producing Canadian scholars competent in the Chinese language — scholars who are able to speak the language, to understand and evaluate the culture and ideology of the country and to study its economic and social trends. This committee, therefore, urges that the Universities of Ontario establish courses in the Chinese language both in the general programme and at the honours level. It would subsequently be practicable for the Department of Education to establish and authorize a course in Chinese at the secondary school level. Since the emphasis in world affairs is relative and constantly shifting, the committee further recommends that provision be made as soon as possible for similar courses in such languages as Japanese, Arabic and Hindi.

2. This committee urges universities to set up honours progammes which specialize in one subject only (English, French, Italian, Spanish, German, Russian) in order that satisfactory specialization and a broad, liberal education may both be achieved in the same programme; such programmes might include for prospective secondary school teachers a cognate minor field.
   This committee further urges the Ontario Department of Education to accept the single honours programmes recommended above as fulfilling the academic requirements for a Type A Certificate.

3. It is recommended that the language departments of Ontario universities be asked to place an added emphasis on the aural-oral aspects of language courses consistent with the growing need for fluency on the part of language teachers in Ontario schools.

E. THE ONTARIO COLLEGE OF EDUCATION

1. Since the present emergency summer courses for secondary school teachers do not make provision for options in the third languages, and since there is an urgent need for a methods course for teachers in these languages, it is recommended that the Ontario College of Education be requested to offer these options at one of the three centres and that provision be made for Type B candidates to enrol at the appropriate centre.

2. Since real assistance in developing aural-oral proficiency in modern languages can be given student teachers only if some continuous contact with native speakers is provided, it is recommended that

the Ontario College of Education be asked to appoint annually "assistants" for French and for those third languages for which the Ontario College of Education offers a methodology course.

3. It is recommended that those members of the teaching staff of the Ontario College of Education, whose primary concern is to prepare language teachers for secondary schools, meet at least annually with departmental inspectors to exchange views and discuss professional development.

4. The 1962 Report of the Minister's Committee on the Training of Secondary School Teachers states that (page 86) "Candidates in selecting options for the Type B course should be required to present evidence of the completion of courses extending at least two years beyond Grade XIII in each of the optional subjects selected and these courses should be regular university credit courses." And the Committee further recommends (page 88): "that all candidates for the Type B academic courses be required to pass a qualifying examination on the content of the secondary school courses in the candidate's option, including that of Grade XIII".
   The Modern Language Committee strongly endorses those two recommendations of the Minister's Committee and urges in addition that each Type B certificate list the options which the candidate has successfully completed at the Ontario College of Education.

Appendix I

GRADE IX GEOGRAPHY TAUGHT IN THE SECOND LANGUAGE

FRANÇOISE HOWARD

In accordance with one of the recommendations set forth in the Interim Report of the Second Language Committee, July 1963, a unit of Geography (Northern Africa) was taught in French to a Grade IX class in Fisher Park High School, Ottawa, within ten consecutive lessons over a period of three weeks, in the 40-minute periods normally assigned to that subject. During this period, the class received its usual instruction in the subject French.

The students belonged to a Grade IX class of the Five-Year Arts and Science Course which carried the option Latin but were not, according to their public school records, particularly gifted, nor had they shown any particular aptitude for the subject French, in public school or high school. As most of these pupils came from the Ottawa Public School system, they had received instruction in oral French from Grade V to Grade VIII.

The unit in Geography was taught exclusively in French, by a teacher of French, by the aural-oral method, within the normal limit of time required to teach the identical subject-matter to another Grade IX class, taught by a Geography Specialist to a Grade IX class of a slightly better stream, chosen as a Control Group.

The methods of teaching and testing used with the Demonstration Class are explained in an outline and a report presented to the Second Language Committee at the meetings of this committee during the fall and winter of 1963-64. The primary aim of the project was to investigate to what degree an English-speaking group of students with the Ottawa Public School background of oral training in French are *able to understand* a subject of the high school curriculum taught in their second language. The secondary aim was to investigate *the degree of improvement* revealed *in this second language* as a result of the teaching of a high school subject in this language.

At the outset, reactions registered in the Demonstration Class were of a dual nature: one of curiosity and interest, on the one hand, while, on the other, a degree of worry that their limited comprehension and expression might prove a handicap on tests and in the term examination which would carry (by common agreement) a question on the subject-matter taught in French to the Demonstration Class, in English to the other Grade IX classes of the same course.

The conclusions reached by the instructor are the following:

1. The pupils indicated a sound degree of understanding of the subject-matter. Aural comprehension was due, in part, to the students' ability to recognize and identify French sounds from having heard French in the class-room through Grades V to VIII.
2. The pupils were able to contribute, orally, only sketchy bits of information and showed frustration at their own inability to handle sentence structures.
3. The pupils were too briefly acquainted with the writing skill to prepare their own outline and notes.
4. The project was of too brief a span to result in any measurable improvement in the pupils' oral facility in French.

Some points to keep in mind in any future projects attempted in the teaching of high school subjects in the second language are as follows:

1. In order that the students be adequately prepared for any kind of testing, other than the Objective Type Test, they need a more thorough grounding in the skills of speaking, reading and writing.
2. Some *adaptation* of the original courses of study set down for any high school subject is necessary. The students, at this stage, cannot proceed at the same learning pace in a subject taught in the second language as in a subject taught in their mother tongue.
3. It is necessary for students to have a *textbook* written in French for reference and preparation of personal notes.
4. It is wiser, in such projects, to choose those subjects that deal mostly with *facts* that can be presented visually rather than with ideas that must be discussed and evaluated. (For this reason, subjects such as Geography and Mathematics lend themselves better to experimentation than does History.)
5. The most important qualifications of the instructors are fluency in the language of instruction and a knowledge of the students' inherent difficulty with the second language. The next most important attributes are patience and initiative. This type of teaching is much more physically taxing than teaching subjects to a child in his mother language.

Apart from the considerations of achievement in the language, teaching Geography in French seems to have little or no effect on Geography test performance as measured by objective tests. The possibility that, either through novelty effect or some other mechanism, it improves some kinds of performance must be investigated further.

Appendix II

HEALTH PROJECT FOR THE ONTARIO CURRICULUM INSTITUTE CARRIED OUT IN THE OTTAWA PUBLIC SCHOOLS MAY 4TH TO MAY 8TH, 1964

FLORENCE E. BRADFORD

PURPOSE This Health Project was undertaken at the request of the Ontario Curriculum Institute, with the approval of the City of Ottawa Public School Board, to see to what extent elementary school pupils are capable of learning another subject on the curriculum in the French language.

SUBJECT Health was chosen as the subject for this project as it was felt that the Ottawa Public School Oral French Course already contains a certain amount of vocabulary on related topics which might be incorporated into the lessons, and thus be of assistance to the pupils.

SCHOOL The project was introduced into Alta Vista Public School with the full co-operation of the following:

Mr. A. K. Bell, Principal of Alta Vista Public School
Mrs. Ruth Lindsay, Teacher of French in Grades VII and VIII
Miss Margaret Norman, Teacher of French in Grade VI, and demonstration Teacher of French in Grades II to V
Mrs. Joan MacGillis, classroom teacher of French in Grade III
Mrs. Ella Huta, Grade VIII classroom teacher
Mr. Wilfred Crowder, Grade VIII classroom teacher
Mr. Alex MacKenzie, Grade VI classroom teacher
Mrs. Ranjanee Perera, Grade VI classroom teacher
Miss Phoebe Park, Grade III classroom teacher

CLASSES Grades III, VI and VIII were chosen for the project for the following reasons:

(a) Grade III pupils are in the second year of French and have just begun the Oral Composition type of French lesson.

(b) Grade VI represents an intermediate class of French, and a more unified group than the pupils of Grade V. Due to the accelerated programme in the primary grades, all pupils of Grade V have not spent a whole year in Grade IV.

(c) Grade VIII pupils are in the last year of the Ottawa Public School course and will be entering Grade IX next year.

Classes of similar ability were chosen in French and English. In the case of Grade VIII, where the pupils are streamed, two A-B groups were chosen. Alta Vista also contains a Grade VIII enrichment class, but, for obvious reasons, this class was not picked for the project.

TEACHERS The English lessons were taught by the following:
Grade VIII — Mrs. Huta
Grade VI — Mr. MacKenzie
Grade III — Miss Park

The French lessons were all taught by Florence E. Bradford, Supervisor of French.

ARRANGEMENT AND TIME OF LESSONS Health is usually taught once a week. To overcome administrative problems, the project was taught every morning, for twenty-five minutes in Grades VI and VIII, and for fifteen minutes in Grade III, from Monday, May 4th to Friday, May 8th. The tests were given to all classes on Friday afternoon.

MATERIAL TAUGHT Since there is no specific Health text in use in the Ottawa Public Schools, and since the presentation of the course is at the discretion of each teacher, it was decided to prepare sufficient material to constitute five Health lessons of a normal length in the English classes, and to see if it would be possible to cover the same amount of material in the same amount of time in the French classes. The material was accordingly prepared in French and English and approved by the teachers of the English classes.

In Grades VI and VIII the material consisted of lessons on the human body, the sensory organs, the skin, the roles of the skin, general care of the skin, the tongue, the nose, the ear, the eye, food and meals.

In Grade VI both English and French classes had touched on some of the topics. In Grade VIII the material was review work for the English class, whereas it was entirely new for the French class as a Health lesson during this year's work. However, it was understood that all pupils already possessed a general knowledge of Health rules obtained from their previous public school education.

In Grade III the Health rules were incorporated into a story about Pierre and Peter in the French and English classes respectively.

TEACHING RULES In Grades VI and VIII, the English teachers were permitted to teach the lessons in any way they wished, but observing certain rules which would be necessary in the French classes.

(a) The classes were to be exactly twenty-five minutes long.
(b) Concrete material of all sorts would be used.
(c) The work was to be presented orally. The only board work was to consist of the writing, by the teacher, of technical words which might present difficulty, e.g., l'épiderme (epidermis), les glandes sébacées (the sebaceous glands).
(d) No written notes would be given.

In Grade III the work was entirely oral. All sorts of concrete material was used, but no words were written on the board.

In the French classes, only French was spoken by teacher and pupils.

TESTING In Grades VI and VIII the same 35-minute multiple choice test of fifty questions was given, orally, to both English and French classes.

In Grade III the test was also multiple choice, the same in both English and French classes, oral, twenty questions, and lasted for twenty minutes.

REACTION OF PUPILS

(a) In Grades VI and VIII

1. The interest was maintained without flagging during the week.
2. The English classes were interested in the project and in taking part in a "competition" with the French group.
3. The French classes enjoyed being part of a project. One boy expressed his interest in the fact that he was going to become a "statistic".
4. Opinions expressed by the French classes showed that they found the material very extensive for five lessons. However, they seemed particularly pleased at the opportunity to learn more French.

(b) In Grade III no attempt was made to explain the project to the pupils. In both classes the pupils were told that, for one week, they were going to learn about Peter, or Pierre, who was healthy because he observed all the health rules. Interest and attention were maintained without difficulty throughout the week.

It should be borne in mind that French is an established subject on the Ottawa Public School curriculum, and, since it is one which the children enjoy, they are inclined to accept French in whatever form it is presented to them. The three French classes were delightful to teach and were a credit to their regular French teachers. All pupils gave full co-operation for the duration of the project.

REACTION OF THE TEACHERS In all cases the teachers of the English classes gave full co-operation, and showed, not only interest, but enthusiasm for the project. This attitude was reflected by the classroom teachers of the French classes, who willingly gave up their time so that the French lessons might be taught.

RESULTS OF THE TEST

(a) In all cases the marks of the English classes were higher than those of the French classes. This had been expected.

(b) In Grade VIII the marks of the French class were excellent, and greatly exceeded expectation.

(c) In Grade VI the same test was given as in Grade VIII. In spite of the fact that a few of the choices contained words unknown to them, the marks of the French pupils turned out to be amazingly good, and much better than had been expected.

(d) In Grade III the marks were very high in both classes.

CONCLUSIONS ABOUT THE TEST

(a) In each case the test was too easy for the English class. This came about mainly because the French class was limited in vocabulary and the test had to be worded to be comprehensible to both groups.

(b) In Grade VIII, the fact that the work was review for one class and not for the other does not entirely account for the difference in marks. In the English class, even though the work was review, it would have been possible to set a more difficult test, if limitations of language had not constituted a barrier to the opposite group.

(c) In the Grade III French class only one pupil answered a certain point correctly, and, judging by the rest of the answers, this might have been guesswork. This point had not been drilled throughout the week, but only mentioned a few times, which underlines the fact that drill and repetition are necessary for any type of French lesson.

COMMENTS ABOUT THE PROJECT

(a) The first difficulty encountered by the teacher in the presentation of the subject in French was the lack of suitable material available in French, and the time required to prepare such material. In addition to the writing of subject material, the time necessary for the preparation of concrete material of all sorts, which is absolutely indispensible in all teaching of Oral French, must be taken into account.

(b) It was a very strenuous week for the French teacher. The teaching had to be done at a very fast pace in order to cover the same amount of work as in the English class. Since the pupils' knowledge of French was limited, the vocabulary had to be explained in French, with pictures and actions, as in a regular French class. This took more time than would be necessary in an English class, where simply stating a word once would be sufficient.

(c) It was also a strenuous week for the pupils. The large amount of material presented, and the unfamiliarity of the terminology, demanded rapt attention throughout the lessons. The pupils were ready and willing to endure this concentrated effort during a project lasting a limited time, but might find it difficult to stand such a pace if the course presented were of long duration.

CONCLUSION As a result of this project, it would appear that, at present, the teaching of another subject in French at the elementary school level would be premature. However, since knowledge of vocabulary is a basic need for such teaching, this additional incentive may be added to the other worthwhile reasons for developing in the elementary school pupil as high a degree of fluency in French as possible. With such an advanced oral background it would then be quite possible for pupils to study other subjects in French when they enter high school.

Appendix III

REPORT

EXPERIMENTAL INTENSIVE TEACHER TRAINING PROGRAMME IN ORAL FRENCH

Conducted at Huron College, University of Western Ontario, London, from July 5th to August 15th, 1964, under the auspices of the Ontario Curriculum Institute as recommended by the Institute's Second Language Committee.

R. J. SWEET
Director of the Experimental Programme

EXPERIMENTAL INTENSIVE ORAL FRENCH TEACHER TRAINING PROGRAMME

FOREWORD

Before presenting the report, it is only fitting to pay tribute to the excellent groundwork laid by Dr. R. W. Torrens, and to his constant assistance. It was he who gave purpose and shape to the programme, visiting the Foreign Service Institute's programme in Washington, obtaining permission for the programme to be held at the University of Western Ontario, and formulating the details of the general plan presented to the Ontario Curriculum Institute for its final approval. Without Dr. Torrens' generous contribution and organizational ability the intensive teacher training programme would undoubtedly still be wishful thinking.

The following remarks should be kept in mind in examining the report:

1. The programme was designed to develop general fluency in French, not to teach the vocabulary and structures of any one particular programme.
2. Methodology, although important, was not the main purpose of our programme and was, therefore, secondary to speaking the language.
3. To create a French atmosphere in English surroundings requires complete organization of activities of students, for every minute of the day; otherwise there is a tendency to lapse into English.

BACKGROUND

The Experimental Intensive Teacher Training Programme conducted at Huron College, University of Western Ontario, from July 5th to August 15th, 1964, under the auspices of the Ontario Curriculum Institute, had its origin in the recommendation of the Institute's Second Language Committee that oral French be taught in the elementary schools of Ontario from Grade I upward and in Kindergarten where such classes exist.

This far-reaching recommendation was made after great deliberation and with the Committee's fullest comprehension of the inherent problems. The majority of problems considered by the Committee seemed to be administrative and organizational, requiring leadership and official approval to resolve them. By far the most salient problem raised by the proposal was that of finding adequately-trained teachers to carry out the suggested programme.

As a possible solution to the shortage of competent teachers of French, the following suggestions were advanced:

1. Enlist the help of retired teachers on a part-time basis;
2. Authorize French native speakers to teach oral French;
3. Hire French-Canadian teachers to teach in Ontario;
4. Institute a French-English teacher exchange.

While each of these suggestions has some merit, it must be evident that the introduction of French instruction in all elementary schools of Ontario would soon deplete these ready-made teacher resources. The uncertainty of the supply from these sources creates an unsound basis for establishing an oral French programme in our schools.

Teaching oral French classes places great strain upon the vocal cords and makes unusual demands on the teacher's energy. It is a question whether retired people, even on a part-time basis, would long accept such strenuous work.

Authorizing native French speakers who lack pedagogical preparation makes the erroneous assumption that all one needs to be an effective teacher of oral French is the ability to speak the language. Nothing could be farther from the truth. The fact that a person speaks English does not qualify him to be a teacher of English. Native French speakers, lacking adequate pedagogical training, can do a great deal of harm in teaching French to English-speaking students. And many native French speakers do not wish to spend funds or take time to prepare themselves in a pedagogical course.

Widespread advertising in French Canada has uncovered few qualified teachers willing to leave their French milieu for an English one, on a permanent basis. Moreover, it is easy to lose sight of the fact that Quebec is in dire need of qualified teachers to fill the ever-increasing vacancies in its own educational system. The same shortage of teachers exists in the schools attended by French-speaking pupils where one might hopefully expect to find teachers of oral French.

It must be very clearly understood also that the teaching of French to French-speaking children is vastly different from teaching French to English-speaking children. Indeed, methodology must vary in its application to the teaching of young children, senior students and adults.

The Department of Education has attempted to relieve the situation somewhat by issuing a new type of teaching certificate which permits French-speaking teachers to teach French only. This is only a partial solution. Teachers qualified to teach French only are difficult to place in a large system due to the difference in number of classes between schools and the great variety of schools existing within a system. Quite often it is impossible to complete a teacher's timetable with French instruction in a small school. It is usually essential that he or she be capable of teaching regular subjects to complete the teaching load. Teachers qualified to teach both in French and in English are more easily placed in one school, thus avoiding the necessity of travelling between schools to complete a French teaching programme.

The Teacher Training Summer Course at Ottawa, sponsored by the Department of Education, might seem to be an excellent resource. But it must be noted that this is primarily a methodology course requiring fluency before acceptance. The supply of fluent teachers to take the course is limited.

The only other possible source of French teachers is to take regular classroom teachers and to develop their fluency in French to the point where they can teach the French classes. Although this is reportedly done in some school systems, a number of questions about training such teachers suggest themselves and can only be answered by experimental programmes.

This, briefly, is the rationale behind the Modern Language Committee's recommendation to the Ontario Curriculum Institute that an experimental teacher training programme be established.

It was also determined by the Modern Language Committee that the most effective programme for developing the desirable fluency should be intensive and one in which the students would be isolated from English for a six-week period.

The training of regular elementary English-speaking teachers under these conditions provoked a number of questions:

1. Is it possible to take every interested regular classroom teacher and make him fluent enough to teach French?
2. How much fluency can be developed in the teachers in the six-week period?
3. Can teachers withstand the emotional strain created by the pressure of work and the intensity of the course?
4. Is it possible to create an artificial French milieu in an English university environment and will the artificiality militate against language learning?
5. How effective are the chosen tests in demonstrating the progress of students?
6. Will the rigours of the programme produce negative attitudes toward French?

SUMMARY OF PURPOSE

The purpose of the experimental teacher training programme was to seek answers to the above questions and may be summarized as follows:

1. To determine how much oral proficiency in French can be developed in a six-week programme.
2. To study the effects of isolation and intensity upon the attitudes and behaviour of regular elementary school teachers.

STAFF

INFORMANTS

1. Miss Nora Keeling, Teaching Fellow,
   Department of Romance Languages,
   The University of Western Ontario, London
2. Mr. Raymond Fournier, Graduate Student,
   Department of Romance Languages,
   The University of Western Ontario, London
3. Miss E. Dreyfus, French Specialist,
   The Board of Education for the City of Toronto
4. Mr. Marcel J. Lannéval,
   Chairman of French Department, Elementary Schools,
   The Niagara Falls District Board of Education

INSTRUCTOR OF OBSERVATION CLASS

Mrs. Ruth L. Lindsay, French Specialist,
Ottawa Public School Board

LECTURES IN CIVILIZATION AND CULTURE

French Civilization and Culture

Professor Armand Roth
Department of Romance Languages,
The University of Western Ontario, London

French-Canadian Civilization and Culture

Révérende Mère Saint-Pierre,
Monastère des Ursulines, Québec

RECREATIONAL ACTIVITIES DIRECTOR

Mr. Richard Kouri, Ottawa

DIRECTOR

Mr. Robert J. Sweet, Director of French,
The Board of Education for the City of Toronto

CONSULTANT

Professor G. E. Macdonald,
Department of Psychology,
University of Toronto

SUMMER SCHOOL FRENCH "CRASH" PROGRAMME

GENERAL TIME-TABLE — MONDAY TO SATURDAY

7:30 - 8:15 — Breakfast
8:30 - 10:25 — Drill Sessions

July 7 - 15 noon			July 15 - 24 noon			July 25 - Aug. 4 noon			Aug. 4 - 13 noon		
Gr.	R.	Inf.	Gr.	R.	Inf.	Gr.	R.	Inf.	Gr.	R.	Inf.
W	1	K	W	5	D	W	3	L	W	6	F
X	6	F	X	1	K	X	5	D	X	3	L
Y	3	L	Y	6	F	Y	1	K	Y	5	D
Z	5	D	Z	3	L	Z	6	F	Z	1	K

10:30 - 11:25 — Observation Classes — R. 11
11:30 - 12:00 — Recreation
12:00 - 1:00 — Lunch
1:20 - 3:20 — Drill Sessions (see above schedule)
3:20 - 4:20 — French Civilization & Culture — R. 11
4:30 - 5:30 — Language Laboratory
5:30 - 6:00 — Recreation
6:00 - 7:00 — Dinner
7:30 - 8:30 — Language Laboratory
8:30 - 10:00 — French Songs, Films, Readings, Games.
Meeting of informants.

Key: Gr. — Group
R. — Room No.
Inf. — Informant
K — Mlle Keeling
F — M. Fournier
L — M. Lannéval
D — Mlle Dreyfus

Assignment of Groups for Drill Sessions

Group W	Group X	Group Y	Group Z
M. Doherty	M. Fisher	M. Casarsa	M. Sutherland
M. Pasman	M. Gooderham	M. Glicksohn	Mlle Farley
Mme Goodfellow	Mlle Palmer	Mlle Rodger	Mlle Klusek
Mlle Shulman	Mme Wood	Mlle Kent	Mlle Avery
Mlle Bastiani	Mlle Archer	Mlle Belair	Mme Biniowsky
Mlle Dix	Mlle Munro	Mlle Petrie	Mlle Vonbun

PROCEDURES

1. Twenty-four Ontario elementary school teachers were selected to constitute the experimental group.
2. The criteria for selection of the candidates were:
   - (a) that they be certificated elementary school teachers in Ontario;
   - (b) that they have had little or no previous contact with spoken French;
   - (c) that they be representative of:
     - (i) teacher qualification in Ontario;
     - (ii) male to female teacher ratio in Ontario;
     - (iii) academic training in French for Ontario teachers in elementary schools;
   - (d) that they be under the age of 35;
   - (e) that they agree to submit to the conditions and restrictions imposed by the research design, withdrawing only in case of illness;
   - (f) that candidates be chosen from both public and separate school systems.
3. The twenty-four candidates were taught over a six-week period an intensive programme consisting of:
   - (a) Fourteen units of Basic French taught by competent informants in two-hour sessions twice daily, six days a week for six weeks (144 hours).
     - (i) The twenty-four candidates were divided into four groups of six and each group assigned to an informant.
     - (ii) In order to control the teacher variable, the groups were rotated every 8½ days.
     - (iii) The rotation factor imposed upon the experiment heterogeneous grouping instead of homogeneous grouping, as well as a uniform pace of instruction.
     - (iv) Students were organized into groups so that ranges of ability were similar in each of the four groups. In this way learning would advance at a more uniform pace than if the students had been grouped by ability.
     - (v) Although the pace at which the units were covered varied somewhat from unit to unit, an average of 2½ days per unit was established after the third unit.

   (b) Demonstration classes with a qualified instructor one hour daily, six days per week for the six-week period. A group of fifteen children (from 8-12 years of age) chosen from the vicinity of the college campus constituted the demonstration class.
   (c) A course on French Culture and Civilization, consisting of twenty-four lecture periods of one hour per day, six days per week for the first four weeks.
   (d) A course on French Canadian Culture and Civilization, consisting of twelve lecture periods, one hour per day, six days per week for the last two weeks.
   (e) Two one-hour periods per day, six days per week for six weeks in the language laboratory, giving practice on dialogues and substitution exercises introduced in the drill session with the informants.
   (f) Evening meetings from 8:30 until 10:00, including organized games, conferences, lectures, and folk singing, all in French.
   (g) Sunday morning non-denominational church services in French.
   (h) Sunday afternoon excursions or concerts, also in French.

4. Conditions of isolation were maintained in the following manner:
   (a) Students were isolated as much as possible in Hellmuth Hall residence, occupying the second and third floors. Meals were provided in a section of the main cafeteria where French was to be used exclusively. The instructional programme was carried out in the lecture wing of Huron College separate from other instructional areas.
   (b) French was to be spoken at all times between students and informants.

5. Twenty-two elementary school teachers, having a minimum academic preparation of Grade XIII, and not having resided in a French community, and attending summer courses in subjects other than French at the University of Western Ontario, were selected to constitute a control group.

6. To demonstrate improvement in oral ability in French, a test produced by MLA Cooperative, Form MA (the advanced level) now being standardized in the U.S.A., was chosen. One addition was made in the speaking section, incorporating almost verbatim a language laboratory test prepared by Pierre Delattre and published in Automated Teaching Bulletin. This addition was included to make certain that the test would be sufficiently difficult to cover the range of ability in the students.

7. The listening and speaking parts of the MLA test, having only one form (MA) available at the time of this experiment, were administered before and after the six weeks' programme to both the experimental and control groups.

8. The control group, not receiving French instruction, provided a reliable measure of improvement due to practice-effect occasioned by being exposed to the same test twice. The measure of improvement shown by the control group was subtracted from the improvement of the experimental group as a corrective measure.

9. The control group, already enrolled in other courses, was not available on the first and last days for testing as was the experimental group. The control group's pre-test followed that of the experimental group by a few days while the post-test for the control group preceded its counterpart by almost a week. The shorter interval between pre- and post-testing for the control group does not detract from the reliability of the experiment, since the shorter lapse of time would favour the control group, memory being an important factor in improving their performance on the post-test.
10. Although understanding and speaking were of primary importance in this experiment, the experimental group was required to take, as an additional form of control, the reading and writing parts of the test. The control group did not receive the reading and writing tests.
11. The listening (understanding) and speaking parts of the test were administered to both groups in the University of Western Ontario language laboratory.
12. For the speaking test each student in the experimental and control group was provided with two tapes: the one for his responses on the pre-test; and the other, for his responses on the post-test.
13. The tapes for experimental and control groups pre- and post-tests were shuffled and given proportionately to three markers not affiliated with the summer programme, for their evaluation.
14. The responses of the experimental and control groups for understanding, being easier to score objectively, were marked by personnel of the summer course, as were also the reading and writing results for the experimental group.
15. The scores of all tests were compiled and converted to percentages for purposes of comparison.

REPORT

RUTH LINDSAY
INSTRUCTOR OF DEMONSTRATION CLASS

During the six weeks of the French Crash Programme a series of thirty-five demonstration lessons was given to sixteen children ranging in age from six to eleven years. The course followed was the Oral French Programme, Book One, Bradford & Findlay, as prescribed for the Grade II pupils of the Ottawa Public Schools. In the actual classroom situations, each lesson is a week's work (five periods of fifteen minutes each), but due to the allotment of time (thirty minutes per day), the high level of interest shown, and the maturity of the children, the year's programme for Beginners was readily taught within the six weeks.

During the fifteen minutes preceding the Demonstration Lesson, the Demonstration Teacher explained to the candidates the aims of the lesson, the methodology involved, the necessity of concrete material, etc. (pages VII-XI Oral

French Programme, Book One). Following the Demonstration Lesson, short discussions ensued during which time pertinent and intelligent questions were asked concerning vocabulary, the preparation of the daily lesson, the need for constant repetition and drill, and the problems of oral testing and marking at the various grade levels.

Each candidate, during the last four weeks, was given the opportunity of teaching the revision part of the daily lesson. Apart from the absolute necessity of providing these candidates with classroom experience in the teaching of French, wherever necessary, the Demonstration Teacher was able to assist in the preparation of the lesson and to evaluate the classroom performance and the potentialities of these French teachers-in-training. The high degree of fluency and response on the part of the children, in addition to the excellent work and effort displayed by the candidates, proved without doubt the effectiveness of the Direct Oral Method as a means of teaching a second language at the primary level of the elementary schools.

OUTLINE OF COURSE IN FRENCH CIVILIZATION AND CULTURE

ARMAND ROTH

COURS DE CIVILISATION FRANCAISE

I *Introduction:*

1. Prise de contact et introduction au cours: "Que vous suggère l'image de la France?"

II *Portrait Physique et Moral de la France:*

2. Tableau géographique de la France.
3. La notion de culture et de civilisation. Caractéristiques et traditions de la civilisation française.
   Les Français et le caractère français.

III *Le Passé Français:*

4. Tableau historique de la France: les grands moments de l'histoire française.
5. Tableau culturel de la France: les grands moments et mouvements de la pensée et civilisation françaises.

IV *Du Passé au Présent:*

6. La France depuis 1945.

V *La France d'Aujourd'hui:*

7. Les institutions nationales.
8. Les institutions régionales et locales.
9. Les partis et la vie politique. Les moyens d'information.
10. La société française et la vie sociale. Religion et laïcité.
11. La population française. La "Montée des Jeunes". Loisirs et sports.
12. L'éducation.

13. Paris.
14. La Province.
15. L'économie et les grands problèmes économiques. Transports et communications.
16. L'industrie.
17. L'agriculture.
18. La France en Europe et dans le Monde.
19. La vie quotidienne en France: constantes et facteurs de changement.
20. La langue française.
21. La philosophie et les lettres.
22. Les Arts.
23. L'activité scientifique.

VI *Conclusion:*

24. Les grands problèmes de l'actualité. L'avenir de la civilisation française.

REPORT

ARMAND ROTH
LECTURER IN FRENCH CIVILIZATION AND CULTURE

INTRODUCTION

The lecturer in the above subject agreed to rely on his past experience as a French exchange teacher at an American university from 1961 to 1963, and as a lecturer in French at the University of Western Ontario, to give a series of lectures on French civilization that might be both interesting and profitable for the particular type of candidate who would be selected for the Crash Programme.

PRELIMINARY DIFFICULTIES

The principal difficulties in preparing such a series of lectures were:

1. the ignorance on the part of the lecturer of the degree of comprehension and fluency in the language he might expect from the twenty-four candidates involved,
2. his ignorance also of the exact background the candidates might possess in French history and civilization.

GUIDING PRINCIPLES

Given these factors, it was agreed that the teaching of this particular course should be as simple and concrete as possible. (Audio-visual material was to be used, but was not available in sufficient quantity.)

Also the programme as such was essentially a language course, and consequently content was to be sacrificed whenever necessary to considerations of language.

Last but not least, the students would as soon as possible participate through questions and discussions so as to improve their oral fluency.

GENERAL GOAL

The general goal of the course was to impart a certain amount of practical and cultural knowledge about France and the French to provide such background knowledge of the country whose language he is going to teach as a modern language teacher worthy of the name may be expected to possess.

The stress was to be on Modern France, her institutions, her social and economic development, this being naturally related to her historical and cultural past. In the lecturer's experience, this former aspect of Modern France, as opposed to the century of Louis XIV, for example, or even to pre-war France, has always had the greatest appeal for North American students.

MATERIAL TAUGHT AND METHODS USED

No textbook was used, although the lecturer indicated and recommended titles, both in French and in English, for later reading. The course, centred round a certain number of topics of a very general nature in the beginning, so as to provide the necessary background, then became more and more particular and technical.

Maps, slides and printed documents proved very helpful, although it occurred to the lecturer, from the outset, that the showing of slides related to particular aspects of French civilization, e.g. Medieval Art, Paris, the Provinces, had better be placed in the evenings and integrated with the recreational programme of the students so as not to interfere with the lecturing proper.

The lectures themselves were never "ex cathedra", but, whenever possible, they took the form of a succession of questions by the lecturer and answers by the students; these answers were then corrected as to French and content, elucidated and amplified by the lecturer. The students were encouraged to interrupt at any moment, even if this meant shortening the lesson and sacrificing some of the material which then had to be carried over into the next lesson, thus providing a useful transition.

REACTION OF THE STUDENTS

Three students whose French was too inadequate to enable them to follow the lectures with any profit were withdrawn from the course by the Director, which led to greater cohesion within the group.

To the lecturer's surprise, questions and discussions came almost right from the beginning. His definition of what constitutes civilization or, rather, what does not constitute civilization and make a civilized human being, was meant to be personal and controversial so as to elicit some sort of immediate reaction.

The lecturer found further proof of the students' interest in the course in the many questions that were asked him after the lectures and on those occasions when he had a chance to meet the students on a more informal basis.

In order to satisfy their curiosity concerning certain aspects of French civilization and daily life which he might have omitted and in which they were particularly interested, the lecturer slightly altered the proposed course outline by devoting the two last lessons to answering the students' questions. These proved the most lively sessions of the course, the questions ranging in variety and seriousness from such topics as burials in France to prostitution.

Another lesson that proved most interesting and stimulating for everybody involved, was the one in which the students were asked to say what mental picture France conveyed to them. This gave the lecturer a chance to appraise, right from the beginning, their factual knowledge and range of imagination, and their degree of fluency in the language. It also served as the best possible introduction to the course.

CONCLUSION AND RECOMMENDATIONS

This lecturer is convinced that the course was a success. This was sufficiently proved by the students who, throughout, remained enthusiastic and interested in the full knowledge that their work and participation would not be tested by any examination.

Although aiming at objectivity when facts and figures and their interpretation were concerned, the lecturer always made his own position clear with regard to certain problems that affect contemporary France and her civilization. His own experience in the fields of French education, politics and youth activities were a determining factor in that respect.

The advantages of this rather personal approach possibly outweighed its disadvantages by sparking contradiction and discussion. It should be added that any course on a given civilization which touches upon so many correlated subjects such as history, philosophy, sociology, politics, economics, the arts — can hardly fail to reflect at least some of the lecturer's ideas and preferences.

A future course of the same nature might rely to a greater degree on material that was unfortunately unavailable to this lecturer, e.g. the series of records entitled "L'Air du Temps" or "Sonorama" which provide a good cross-section of political, cultural and daily happenings in France, a touristic kit for each of the participants which should be ordered and planned well ahead of time by the services of the Conseiller Culturel of the French Embassy.

There could also be more co-ordination and integration of the civilization course with the recreational programme of the students. Depending on the finances available, different native speakers and others could be invited to speak about their own personal experience of France and the French so as to provide a different point of view from that of the regular lecturer whose opinions they might usefully challenge. French spoken with different accents might prove equally beneficial in giving the students some idea of the great variety of the French language as spoken within the borders of the same country.

OUTLINE OF PROPOSED COURSE IN FRENCH-CANADIAN CIVILIZATION AND CULTURE

MOTHER ST.-PIERRE

LA CIVILIZATION CANADIENNE-FRANCAISE

PROGRAMME DU COURS

Thème: La civilisation canadienne-française dans le cadre de la confédération.

PREMIERE PARTIE (un cours)

a) Courte Introduction: But du cours. Courte explication du thème.
b) Esquisse de *l'histoire de la Province de Québec*: le rôle que joue cette histoire dans la mentalité française d'aujourd'hui et l'explication qu'elle fournit de maintes réactions québequoises.

DEUXIEME PARTIE (cinq cours)

La géographie physique et commerciale, les institutions et les monuments:

a) La ville de Québec.
b) Le sud du Québec (la Beauce)
c) La Gaspésie
d) La région de la Saguenay
e) La Mauricie
f) Le nord du Québec

TROISIEME PARTIE (quatre cours)

La culture dans le Québec:

a) Sa littérature et son théâtre
b) Ses peintres
c) L'artisanat
d) Le folklore (légendes et chansons)

Très courte conclusion: Cette civilisation, c'est l'apport du Québec à la Confédération.

Remarque: Le tout dans ses grandes lignes seulement.

REPORT

MOTHER ST. PIERRE

Lecturer on French-Canadian Culture

Knowing the general results of the present five-year programme in French, I faced the task of lecturing in French to this group of linguistic neophytes with some apprehension and a considerable amount of fear lest my words should fall on ears deaf to French sounds and minds closed to the associations involved between French words and their concepts. It was quite a relief to know that Mr. Roth was to handle the first four weeks of this course on French civilization.

It was with joy and real surprise that I discovered the students not only understood me but actually enjoyed my lectures given in French. Knowing through my contacts with them that most of them understood little French at the beginning of the summer, I realized the tremendous amount of progress these students had made in the four weeks previous to my lectures. They not only understood me, but they also were able to understand the speaker in the short film strips I sometimes showed them. Their sense of humour was keen and they were able to appreciate any parts of the lecture which lent themselves to such interpretation. This shows that they have become able to judge the incongruity of certain concepts or words in their second language, a feat by no means to be despised. They asked questions freely and these were generally free of mistakes. This they had much difficulty doing at the beginning of the summer. The few mistakes I corrected in this respect were caused by faulty verb tenses. The pronunciation of a great many is very good. Some of the most surprising cases have been those who had had the most difficulty at the beginning of the summer.

I might add that the wonderful sense of unity of purpose, "l'esprit de corps", animating this group most likely accounts for much of the progress.

My sincere hope is that this first crash programme may be followed up by others similar in content and intensity but of increasing difficulty so that these student-teachers may soon reach that mastery of the language which this summer's programme seems to promise.

RAPPORT

RICHARD KOURI
DIRECTEUR DES LOISIRS

Ce rapport vise à expliquer mes fonctions et mes réalisations en ma qualité de directeur des loisirs ainsi que les réactions des étudiants.

Au début du cours, je m'étais proposé un programme de loisirs sportifs pour les périodes libres pendant la journée et un programme de détente éducationnelle pour les soirées. Dans le dernier cas, j'avais compté sans l'épuisement à peu près complet des étudiants une fois terminée la deuxième période de laboratoire, et j'avais compté sans leur désir d'échapper le plus tôt possible à leur isolation de cobayes.

Cela m'a pris toute la première semaine avant de me rendre compte de cette situation et d'élaborer à nouveau un autre programme qui répondrait à leurs besoins.

Bref, les loisirs, pour ce cours, doivent viser au maximum de détente à la fois physique et intellectuelle afin de "récréer" les étudiants et les disposer à reprendre l'étude le lendemain.

Un programme d'une telle envergure devait surmonter les obstacles suivants:

1. vingt-quatre personnalités, goûts, passe-temps différents et parfois contradictoires;
2. la tension continuelle d'être tenu de parler et de penser en français, la ten-

sion continuelle de la vie communautaire temporaire, bref, tension continuelle et ennuyante;

3. l'isolation et isolation artificielle du groupe;
4. la fatigue, l'épuisement mental et physique, les frustrations intellectuelles et de personnalités;
5. la difficulté d'obtenir des conférenciers compétents, d'assister à de bons concerts et à de bonnes représentations théâtrales françaises, d'assister à du cinéma français d'obtenir des guides de langue française à l'occasion de certaines visites
   — dans un milieu complètement anglais,
   — surtout en juillet et août.

Pour surmonter ces obstacles, il fallait trouver les personnalités fortes et acceptées par le groupe, leur demander comment ils voulaient leur récréation, et leur laisser assez d'initiative dans leurs loisirs.

Afin de surmonter les obstacles de la tension causée par le fait de parler et de penser en français, quelques soirées de jeux de cartes et d'échec offraient une solution acceptable. Pour surmonter les chocs de personnalités, il fallait les inviter à se rencontrer hors des salles de classe et de laboratoire, les inviter à se connaître et de laisser les chocs se produire, bref, faire table rase pour ensuite construire.

Pour surmonter l'obstacle de l'isolation à la fois réelle mais artificielle (dans le sens de "provoquée", il fallait sortir le groupe hors de Hellmuth Hall mais rester en groupe. Etant donné le cinquième obstacle mentionné, il n'y avait à peu près qu'une activité physique qui pouvait se prêter à ces conditions, tels jeu de quille, patin à roulette, équitation et plage. Quant au patin à roulette et à l'équitation, je les ai découverts un peu trop tard pour les introduire dans le programme.

Plus haut, je mentionnais les activités sportives pendant la journée, soit de 11h.30 à 12h. et de 5h.30 à 6h. Ces périodes de récréation sont mal choisies. A 11h.30, c'est l'heure de la poste et du déjeuner. Il est excellent d'introduire cinq ou dix minutes d'actualités, enregistrées sur ruban magnétique, surtout à l'extérieur des salles de classe, dans une salle confortable à proximité de la poste. C'est après le déjeuner qu'il devrait y avoir une période de récréation où tous iraient jouer au volleyball, au badminton ou à la balle molle; les jours de pluie pourraient être libres. Il est à noter que dans ces jeux violents, la force masculine est toujours à redouter en présence féminine. Voilà pourquoi je n'ai pas organisé des parties de balle molle bien qu'on me l'ait demandé plusieurs fois.

A 5h.30, les étudiants quittent le laboratoire et sont de retour à Hellmuth Hall vers 5h.45. Il est alors grand temps d'aller dîner, d'autant plus qu'on fermait les portes du cafétéria à 6h.15. Quant à la période de temps laissée à la disposition des étudiants après ce repas, il serait bon qu'elle soit libre. Les étudiants sont déjà épuisés après leur journée et se sentent beaucoup plus disposés à un court repos qu'à une activité violente. Par ailleurs, les uns aiment profiter de ce temps pour laver leur linge, les autres, pour faire leur toilette, et dans les deux cas afin d'avoir le plus de temps libre possible après la soirée récréative pour quitter les lieux. Il est intéressant de remarquer qu'aussi souvent que l'occasion s'y prêtait, les étudiants demandaient de devancer la soirée récréative pour leur permettre plus de temps en ville.

Voyons maintenant les soirées elles-mêmes plus en détail. La première semaine a été un fiasco général dans l'ensemble. Deux soirées ont peut-être été réussies, celles du jeudi et du samedi. Jeudi soir, une des professeurs, Evelyne Dreyfus, est descendue pour écouter un de ses disques, "Si j'avais un marteau". Cette chansonnette au rythme gai et emporté intéresse du coup le groupe qui décide de l'apprendre; ils ont ensuite appris "Le jour où la pluie viendra". La soirée de samedi fut celle où l'on a projeté le film "Loops" de Norman McLaren. Après la première projection, je demande aux étudiants ce qu'ils y avient vu . . . acquiesçant à leur requête, le film est projeté une seconde fois. Ce film, expérimental et abstrait, permet des commentaires sur tout sujet de sorte que tous les étudiants, ou peu s'en faut, se soient surpris à exprimer leurs idées sur des thèmes tels que la guerre, l'évolution, l'amour, le mariage, la mort et autres.

Ce qui a contribué à l'échec des trois autres soirées de cette même semaine c'est, d'abord, la crainte de déranger les étudiants immédiatement au-dessus de nous; il fallait donc couper le bruit. Par ailleurs, les deux premières soirées étaient des soirées de jeux de cartes. Il fallait alors que les étudiants apprennent tout un nouveau vocabulaire, de façon passive et, de plus, exténués comme ils l'étaient à la fin de leurs premières journées. Bref, ces soirées n'ont pas été une détente. Quant à la soirée de samedi, le jeu des ciseaux aurait pu être très amusant si moins de personnes l'avaient connu, si nous avions été moins nombreux et si le jeu avait duré moins longtemps.

Je passerai maintenant en revue les autres soirées d'après leur genre. Il y a d'abord les soirées ou un groupe organisait des jeux. Ces soirées ont été parmi les plus intéressantes et les mieux réussies parce que tous y participaient de façon active et engagée et parce que l'initiative était la leur: ce sont eux qui ont suggéré ces soirées, ce sont eux qui les ont préparées et ce sont eux qui les ont menées.

Il y a aussi les soirées où le groupe a quitté la résidence: le dîner au Latin Quarter, la course au trésor et le concert à Aeolian Hall. Trois soirées d'un genre différent, trois soirées qui ont été très appréciées par les étudiants parce que ces soirées exigeaient que l'on quitte Hellmuth Hall et la salle de récréation. D'autres soirées, selon le même principe, seraient à suggérer: quilles, équitation, patin à roulettes, etc. (selon les facilités de l'endroit). Mais il y a le problème financier: ce ne sont pas tous les étudiants qui peuvent se permettre de telles soirées et ce ne sont pas tous les étudiants qui le veulent.

Une autre série de soirées a été éducationnelle. J'ai essayé de leur expliquer au moyen de films et de conférences ce qu'était la mentalité québequoise. Je m'étais proposé quatre conférences: "l'absurde dans la littérature française contemporaine", sujet non canadien-français mais qui les intéresserait puisque c'est un thème assez important de la littérature anglaise et américaine. Le professeur Metford de l'Université Western a donné cette conférence dans un français simplifié, donnant une bonne synthèse du sujet. Le professeur Black de Huron College a donné une excellente synthèse sur le roman au Canada français. Une conférence sur l'oecuménisme canadien aurait pu montrer les différentes approches à la religion de la part des deux principaux groupes ethniques canadiens; une conférence sur les problèmes économico-sociaux québecois auraient pu éclairer les étudiants sur la question du séparatisme. Mais dans un milieu aussi anglais que London, trouver des conférenciers compétents de langue française était une chose à peu près impossible à réaliser, même sur un campus universitaire, en juillet et août.

J'admets que quatre conférences auraient été trop pour cette péroide de six semaines pour les raisons suivantes. On ne peut leur offrir une conférence en français avant les trois ou quatre première semaines du cours en raison de compréhension; par ailleurs, on ne peut soumettre les étudiants à plus d'une conférence par semaine pour des raisons déjà mentionnées.

Nous avons également eu deux séances de diapositives sur la France, expliquées par le professeur Roth. Les étudiants ont goûté ces soirées parce qu'elles étaient une excellente illustration de certains cours qu'avait donnés M. Roth. Il y a également eu une soirée où ils ont visité les expositions qu'ils ont appréciées.

Quant aux soirées cinématographiques, j'ai déjà parlé du film "Loops", projeté le 10 juillet. La même soirée, je me proposais de leur faire voir "L'homme du lac", un film sur la nature et sur la vie d'un métis manitobain; ce film est à peu près sans commentaires ce qui aurait plu davantage aux étudiants puisqu' ils n'auraient pas eu à trop penser. Le film sur Lafontaine a reçu un accueil froid parce que les étudiants ne pouvaient rien comprendre.

La soirée du 24 juillet a été très appréciée et les étudiants se sont bien amusés. Un film "cartoon", un film de Norman McLaren et un film qui expliquait de façon claire, précise et concise le fonctionnement des moteurs à jet, soit trois films en couleurs et qui ne visaient qu'à la détente.

Les deux soirées cinématographiques suivantes, un peu plus sérieuses, mais amusantes ont plu aux étudiants. A la dernière, j'ai projeté un long métrage, "Trouble-Fête" de Pierre Patry. Bien que la compréhension fût difficile, les étudiants ont apprécié ce film pour la photographie et pour l'explication de la mentalité québecoise qu'offrait le film.

Voyons maintenant quelques projets qui n'ont pas abouti. Dans le cadre des cours de civilisation française, j'avais songé à faire entendre au groupe des piéces du théâtre classique français. L'audition de ces pièces aurait été trop astreignante et exigeante pour les étudiants. J'avais songé à monter une pièce à la fin du cours, y ai renoncé, d'abord par manque d'expérience et ensuite parce que les étudiants n'auraient pas eu le temps de monter cette pièce. Mais, dès la première semaine, les étudiants eux-mêmes ont songé à composer une farce dirigée contre leurs professeurs. La représentation de cette pièce a été la soirée d'adieu et un succès sans conteste.

Passons aux excursions dominicales. Le 12 juillet, nous devions visiter Fanshawe Pioneer Village, puis aller à la plage. Mais la température pluvieuse ne l'a pas permis. Ce dimanche a donc été une journée libre et les uns ont joué aux cartes, aux échecs et aux dames, les autres ont étudié et enfin, quelques-uns se sont reposés.

Le 19 juillet devait être une visite au London Art Gallery, suivie dans la soirée par un concert de musique française par Mlle E. MacDonald, accompagnée au piano de M. G. Black. A la requête de M. Black, le concert a été remis au dimanche suivant et la visite au London Art Gallery a dû être contremandée parce que mes démarches ou préparatifs furent commencés trop tard. La température nous favorisant, nous sommes allés à Ipperwash et nous avons dîné sur la plage. Tous ont été enthousiasmés de cette journée.

Le 26 juillet nous devions nous rendre à Springbank Park mais nous avons devancé d'une semaine la visite au Victoria House Museum pour nous permettre la visite à Fanshawe. La visite au Victoria House Museum dura environ une heure et laissa les étudiants plus ou moins indifférents. Dans la soirée nous avons assisté au concert de Mlle MacDonald, concert qui a plu aux uns et déplu aux autres. Mais l'idée elle-même du concert les intéressait.

Le 2 août, la température pluvieuse nous a fait abandonné une fois de plus le projet de visiter Fanshawe. La journée a été laissée libre: les uns ont joué aux cartes, aux dames, aux échecs, les autres ont étudié, d'autres se sont reposés.

Le 9 août, nous avons assisté au concert de musique française au Stratford Festival. Tous ont apprécié la visite et la musique. Plusieurs ont eu quelque difficulté à comprendre au complet le dialogue du ballet mais tous en ont saisi l'intrique.

En guise de conclusion à ce rapport, je tiens à souligner que le programme des loisirs pour ce cours doit être mené le plus possible à l'extérieur de la résidence et de la salle de récréation, doit comprendre le plus d'activités possible et doit viser au maximum de détente.

DIRECTOR'S REPORT

R. J. SWEET

The task of the Director was to realize the original proposals of the programme. Certain decisions had to be made in order to bring clarification to the purpose of the experiment, so that we could eventually utilize research techniques to obtain the desired information.

His work also included the recruitment of applicants and the selection of twenty-four candidates, the appointing and preparation of teaching staff, organization of the text and tape materials for the six-week period, guidance in organizing the programmes for civilization and culture and recreational activities, the purchasing of equipment and teaching materials, making of final arrangements for accommodation at the university, and the organization of the tests that would indicate the progress of the students.

The following is a precise statement of purpose:

> "To discover how much fluency English-speaking elementary school teachers with little previous oral training in French can develop in a six-week

summer crash programme; it is hoped that the result may demonstrate that teachers trained in such a programme could, under the direction of a Specialist and with regular and continuing in-service training, participate successfully in an oral-oriented programme of French in the elementary schools of Ontario."

The first point that had to be clarified was: What kind of fluency do we intend to develop in the six-week period? Precision on this point was necessary in order to set an adequate test and to determine the textbooks to be chosen. Since the candidates would be teaching in different areas and following different elementary school French programmes, it was deemed advisable to develop general fluency; that is, the ability to understand and communicate with native French people about everyday matters of life. With general fluency as our goal, the Foreign Service Institute's Basic French Course seemed ideally suited to the task.

The next point of concern was the selection of elementary school teachers. Since we hoped to gain information that would help us make generalizations about English-speaking elementary school teachers' ability to master French, under the conditions of our programme, we deemed it necessary to choose as representative a sampling of Ontario teachers as possible.

PERSONNEL

When the applications were received, we found that there was a wide variety of backgrounds in French, ranging from Grade XII to third year University French. Since the majority of teachers in the elementary schools of Ontario have Grade XIII, the majority of our candidates were accepted from this group. Since there are teachers who have Grade XII and two years of teachers' college, as well as those with several years of university or their degrees, we included a proportionate number from these groups.

Students of the control group were also representative.

We were fortunate in securing highly qualified teaching staff with the ability to inspire the best effort from their students, and yet, at the same time, to be sensitive to the problems and tensions encountered in such a course.

All twenty-four candidates were present and accounted for by 4:30 p.m. on Sunday, July 5th. They were assigned to the quarters prepared for them in Hellmuth Hall and an attempt was made to help them orient themselves.

As the regular drill session was used for testing on the first day, the Informants took advantage of the opportunity to rehearse the first dialogue and prepare classrooms; French name cards were placed on various articles in the rooms.

For Test LA, Form A, all candidates met in Room 11. This was a test of reading comprehension and writing. Tests were 35 minutes in length and standard procedures for administration were employed.

Students seemed to find LA Test quite easy. Subsequent marking of tests demonstrated that Form LA would not be sufficiently difficult to give a good distribution and would not, therefore, be of much help in indicating the progress of the students.

DEMONSTRATION CLASS — METHODOLOGY

The original number of pupils recruited was twelve, but this was gradually increased to a limit of sixteen. These additions were due to children of the same family wishing to attend with a brother or sister.

The entire Grade II programme, designed to be taught at the rate of five fifteen-minute periods per week over an entire school year, was taught to the demonstration class at the rate of one new lesson each day, six days a week for six weeks. In spite of this intensive pace, the students' pronunciation was excellent, their retention very good and understanding complete. The eighteen hours' instruction received would be about three-eighths of the regular teaching year.

Toward the end of the third week it was decided that the student teachers should have the opportunity of teaching at least one review lesson to the demonstration class. It was further decided that Mrs. Lindsay should begin with the most fluent teachers and work toward the less fluent. The lessons observed ranged from excellent to mediocre.

Some of the weaknesses were:

1. Students did not keep within the limits of the vocabulary and knowledge of the pupils.
2. Pace of the presentation was too slow.
3. Failure to distribute questions and answers over the entire class to assure mastery.
4. Pronunciation errors.
5. Grammatical errors.

On the rare occasions when English was *used by the teacher* it was quite justified, usually to clear up misunderstanding or to introduce a new activity which the pupils could not be expected to understand in French.

The demonstration class was not intended to stress methodology. It was to be a *demonstration* of a successful method now in operation in Ottawa schools. It is basically an example of the direct method of French instruction. On the other hand it must be remembered that perhaps the only rival of the direct method, the linguistic approach, was experienced by the student teachers inasmuch as the programme they were taught is an example of the structural and dialogue approach. Since they were products of a traditional approach, the student teachers enjoyed variety in so far as methodology was concerned.

There were inadequacies, however, that could be remedied in subsequent courses. Students should have an exhaustive course in the various methods advocated in order that they may distinguish similarities and differences. A course in linguistics, as it applies to the nature and acquisition of language, should be given to establish the principles of the audio-lingual method. It is hoped that in-service training in the areas receiving these teachers will treat methodology in a thorough manner. Since the methods used in the demonstration class applied to Grade II children, in-service training should also aim at showing the differences in approach with programmes beginning at other levels.

FRENCH CULTURE AND CIVILIZATION

The Second Language Committee, having emphasized the importance of including French-Canadian culture and civilization in a course for Canadian teachers, detailed planning was left to the Director.

Since French-Canadian culture and civilization had its origin in France, the decision was that French Culture should precede French-Canadian in order of presentation. It was also arbitrarily decided to give four weeks to French Culture and Civilization and the remaining two weeks to French-Canadian Culture and Civilization.

The limited time available and the wide range of comprehension evinced by the student teachers made it essential that the course concentrate on the most important aspects of French culture and give summary treatment to the development of its civilization. From the general outlines of the courses presented by Professor Roth it is apparent that the student teachers obtained an excellent foundation upon which to construct fuller knowledge of French thought, attitudes, ideals and ways of life.

Comments gleaned from conversations with the students tended to rank this part of the programme quite highly.

Particularly during the first week, several weaker students stated that they understood little. Others said that they missed occasional expressions. The first week was the most difficult for all students. Toward the middle of the second week, several poorer students asked for an interview in order to discuss their problems. In this interview they spoke highly of Professor Roth's classes but said they were not able to understand well enough to follow the lectures and would prefer to use the time for private help in French.

After some enquiry and discussion with Professor Roth it was decided to establish a special remedial class at the same hour as Professor Roth's class and to invite the poorer students to attend. For the first two classes, three people were in attendance. On Monday of the third week Miss Dreyfus took over this class and continued until the end of the fifth week. Several subsequent discussions with the informants disclosed improvement in the weaker students who attended the special classes.

Among those who continued with Professor Roth's classes, understanding seemed very good, with only a few persons missing one or two words. Student participation in the lectures grew until at the last lecture there was not enough time to answer all enquiries or to question the students.

It must be pointed out also that Professor Roth reinforced his daily lectures on numerous occasions by presenting coloured slides on various aspects of French culture in the evening sessions from 8:30 to 10:00.

FRENCH-CANADIAN CULTURE

Although this aperçu of French-Canadian culture came at a time when the student teachers seemed to have little difficulty in understanding French, it was not so well received by the students as the initiation into purely French culture. It appears that a number of factors combined to create this situation. Stated briefly, the problem resulted from a basic lack of understanding of the racial and religious problems faced by French Canada.

Mother Saint-Pierre worked out her programme with zeal. She gave an excellent picture of the geographical regions of Quebec, supplementing her description with slides and motion pictures. An outline of her course has been included for greater detail. To the delight of the students, Mother Saint-Pierre included the teaching of French-Canadian folk songs in her course.

In spite of the difficulties encountered, the lectures in the afternoon, and the discussions following the films on French Canada shown in the evenings, served to provide an accurate picture of French Canada for teachers who will have a particular association with that area and its problems.

LABORATORY REPORT

The chief function of the laboratory periods was to reinforce the material covered in the regular drill sessions. There was no attempt to *teach* in the laboratory. The same dialogue drilled in the classroom sessions was repeated in the laboratory. The laboratory provided a normal rate of speed for comprehension and imitation as well as a variety of voices to increase the students' power of comprehension.

Prior to the experiment it seemed doubtful whether English-speaking students would be able to attain the rapid speed of the tapes. On three different occasions, at the beginning, near the middle, and at the end of the six weeks, a preview of the next unit was given without the preparation of the drill sessions. In each case the students were incapable of reaching the rapidity of the tapes and of handling the first simple substitution drills effectively. This would indicate the importance of the slower introduction and repetition recommended for the drill sessions before attempting repetition at native speed. After these three attempts, it seemed clear that, when dealing with comprehension of spoken French, native speed should be used since the native French speaker must be understood by the student; however, for repetition and oral mastery, slower repetition must precede and the speed be increased gradually until the normal rate of the spoken language is attained.

By way of reinforcement, the same dialogues, useful words, lexical drills, grammatical drills, questions and responses that were introduced and stressed in the regular sessions were repeated in the laboratory. By way of increasing their value, the tapes provided a variety of French voices and maintained rapid normal speech for comprehension, imitation and manipulation.

CONVERSATIONAL OPPORTUNITIES AT MEALS

The purpose of having the meals in a separate section of the cafeteria was to give the students and informants more time for discussion, thus increasing the time of exposure to the French language. The Director of Recreation produced a French menu for the meals.

At first, the informants tended to dominate the meal-time conversation. Discussion ranged from single words to fairly well-spoken sentences. Eventually students began expressing ideas, although some failed to participate. In spite of the fact that informants circulated from table to table at each meal, student participation was less than had been anticipated.

A suggestion from the student teachers prompted greater structuring of procedures at lunch and dinner. The plan consisted of taking the stronger students aside at 11:30 a.m. and deciding on a general topic of interest to explore at lunch and dinner. The students were given necessary vocabulary and a number of questions that would permit them to deal adequately with the topic. These students were placed systematically among the others and rotated in order to stimulate conversation. Some of the topics were:

1. How does this university compare with yours?
2. What do you think of the meals?
3. Communism vs. Democracy.
4. Mass media and their influence.
5. The Cold War.
6. A Guiding Philosophy.
7. Separatism.

This organization was so successful that, on many occasions, heated arguments prevented some from enjoying their meals, while others ended up by not speaking to each other. Student teachers who had rarely participated in discussion seemed to find voice and words to give support or opposition as the case might be.

An outgrowth of this same desire to stimulate discussion led to the introduction of a newscast in French. The Director of Recreation and Miss Dreyfus operated station C-R-A-S-H giving the news headlines and weather, followed by an anecdote. This service was much appreciated by the students and helped to provide new material for conversation.

Some of the circumstances that worked against the success of the meal time discussions were:

1. The students often had to line up with English speaking students to get their meals and the meals had to be ordered in English.
2. Because of the line up for meals and staggered entrance time of some students, the period for conversation was greatly reduced.
3. Certain students tended to monopolize the informants' time rather than leaving him or her free to converse with others.

In spite of these difficulties, the planning and organization of the seating plans, and the preparation and rotation of personnel, made meal-time discussions highly successful.

To some extent informants and key students often played the role of living dictionaries answering, "Comment dit-on cela en français?"; "Quel est le mot pour . . ."; and "Y a-t-il une meilleure expression pour cela?" The informants had to strike a fine balance between correction that was necessary and correction that would discourage participation. This, you may well believe, was no simple task.

TESTS

The M.L.A. Tests were used without change except in the case of the speaking test to which the following addition was made. This part of the test has incorporated almost verbatim the speaking test outlined in the Language Laboratory Test prepared by Pierre Delattre.

Answers

A.

1. J'étudie le français.
2. J'aime voyager.
3. Je vous écoute.
4. Je ne vous vois pas.

B.

1. Etes-vous libre cet après-midi?
2. Je ne vous entends pas très bien.
3. Voulez-vous déjeuner avec moi?
4. Je vous attendrai à midi.
5. Ne soyez pas en retard.

C.

1. Oui, je les ai faits.
2. Oui, j'y ai répondu.
3. Oui, j'en ai acheté.
4. Oui, je vais tous les lire.

D.

1. Non, je n'ai rien perdu.
2. Non, personne ne m'attend.
3. Non, je n'ai fait entrer personne.
4. Non, il n'en reste plus.

Since no scale for scoring was available for this part of the test, an attempt was made to establish one which is similar to the system used by MLA, but with stress placed upon grammatical accuracy, lack of hesitation, and proper pronunciation. Since the test is concerned primarily with grammatical accuracy, it was given first place in assigning points but, since statements that are grammatically correct may be spoken with hesitancy and/or with improper pronunciation, it was desirable to subtract from the mark given for grammatical accuracy where hesitancy or improper pronunciation were present. The following is an arbitrary system of evaluation by scoring scale.

5 — Grammatically correct — no hesitation — near native pronunciation

3 — Grammatically correct with
(a) slight hesitation
OR (b) minor lapse in pronunciation

2 — Grammatically correct with
(a) great hesitation
OR (b) major errors in pronunciation

1 — One minor error in grammar — pronunciation good and hesitation slight

0 — Two grammatical errors or more, great hesitation and major pronunciation errors or not attempted.

TABLE I

RESULTS OF EXPERIMENTAL GROUP

	LISTENING			SPEAKING			READING			WRITING								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Percentage on Pre-test	Percentage on Post-test	Difference in Percentages	Percentage on Pre-test	Percentage on Post-test	Difference in Percentages	Percentage on Pre-test	Percentage on Post-test	Difference in Percentages	Percentage 1 Pre-test	Percentage 2 Post-test	Difference in Percentages	Grade — secondary	University	Religion	Age	Female	Male	
SE 1	23	30	7	13	56	43	22	64	42	32	68	36	13	–	C	24	F		
SE 2	18	70	52	16	66	50	20	52	32	36	55	19	13	–	C	22	F		
SE 3	90	95	5	69	92	23	94	94	0	71	80	9	–	I	C	22	F		
SE 4	23	63	40	17	70	53	40	52	12	30	63	33	13	–	P	20	F		
SE 5	40	73	33	23	55	32	34	52	18	17	34	17	13	–	P	28	F		
SE 6	70	83	13	13	56	43	80	86	6	29	50	21	–	II	C	28	–	M	
SE 7	35	28	–7	6	46	40	46	48	2	29	59	30	13	–	P	25	F		
[1]SE 8	68	95	27	–	–	–	94	96	2	49	91	42	–	I	P	24	–	M	
SE 9	75	95	20	40	69	29	74	84	10	53	81	28	–	III	P	26	F		
SE 10	73	78	5	31	74	43	78	94	16	59	76	17	–	III	P	28	–	M	
SE 11	60	88	28	23	86	63	58	74	16	47	70	23	13	–	P	19	–	M	
SE 12	20	63	43	12	58	46	18	40	22	33	48	15	12	–	P	23	–	M	
SE 13	50	73	23	28	74	46	82	92	10	48	86	38	–	III	P	27	F		
*SE 14	–	–	–	–	–	–	–	–	–	–	–	–	12	–	C	32	F		
[2]SE 15	48	75	27	–	–	–	42	76	34	44	66	22	–	I	P	28	F		
SE 16	13	45	32	10	53	43	36	62	26	42	64	22	13	–	P	19	F		
SE 17	68	90	22	45	74	29	100	96	–4	74	75	1	–	II	P	25	F		
SE 18	83	98	15	61	93	32	86	96	10	76	91	15	13	–	P	21	–	M	
SE 19	28	80	52	26	49	23	74	82	8	49	68	19	13	–	P	20	F		
SE 20	58	85	27	23	65	42	52	80	28	36	55	19	–	I	P	33	F		
SE 21	70	73	3	16	51	35	66	88	22	30	48	18	13	–	P	34	F		
SE 22	30	38	8	10	32	22	26	54	28	22	41	19	13	–	P	25	–	M	
SE 23	63	85	22	28	82	54	68	84	16	55	79	24	13	–	C	22	F		
SE 24	25	50	25	23	60	37	34	52	18	25	64	39	13	–	P	24	F		
TOTALS	1131	1653	522	533	1361	828	1324	1698	374	986	1512	526	13 2(12)	9			17	7	
	49	72	23	25	65	40	58	74	16	43	66	23	AVERAGE AGE		24.9				
	n — 23			n — 21			n — 23			n — 23									

*Drop out 2nd week [1]Tape Defective — Incomplete on 1st Test [2]Tape Defective — Incomplete on 1st Test

TABLE II

RESULTS OF CONTROL GROUP

		LISTENING				SPEAKING								
		1 PRE TEST %	2 POST TEST %	3 DIFFERENCE +	4 DIFFERENCE —	5 PRE TEST %	6 POST TEST %	7 DIFFERENCE +	8 SECONDARY SCHOOL GRADE	9 UNIVERSITY	10 RELIGION	11 AGE	12 FEMALE	13 MALE
1	SC	35	25	—	10	10	19	9	13	—	P	20	x	
2	SC	35	30	—	5	17	20	3	13	—	P	21	x	
3	SC	25	35	10	—	16	25	9		F20	P	28		x
4	SC	43	50	7	—	29	44	15		F20	P	23	x	
5	SC	40	50	10	—	29	29	0		F20	P	25		x
6	SC	25	30	5	—	10	16	6	13	—	P	26		x
7	SC	43	48	5	—	35	40	5	13	—	P	26	x	
8	SC	28	28	0	—	17	30	13	13	F20		23	x	
9	SC	43	53	10	—	22	31	9	13	—	C	18	x	
10	SC	78	83	5	—	58	67	9	13	—	J	25		x
11	SC	73	83	10	—	62	72	10		UK-I	P	31	x	
12	SC	45	65	20	—	25	34	9		F20	P	23	x	
13	SC	40	38	—	2	14	16	2		F19	P	22	x	
14	SC	25	43	18	—	18	23	5		F20	P	23	x	
*15	SC	30	43	13	—	—	—	—	13	—	P	25	x	
16	SC	28	38	10	—	19	25	6	13	—	P	22	x	
17	SC	38	28	—	10	14	26	12	13	—	P	23	x	
18	SC	20	35	15	—	10	12	2	13	—	P	21	x	
19	SC	25	58	33	—	21	38	17	13	—	P	19	x	
20	SC	20	30	10	—	13	16	3		F20	P	24	x	
21	SC	40	65	25	—	24	52	28		F20	P	19	x	
TOTALS		779	958	179		463	662	172	12	10			17	4
AVERAGE		37	46	9	—	23	32	9				23.2		

* Tape incomplete for this student

TABLE III

CONTROL GROUP

LISTENING

PRE-TEST		POST-TEST	
SC 10	78	SC 10	83
SC 11	73	SC 11	83
SC 12	45	SC 12	65
SC 4	43	SC 21	65
SC 7	43	SC 19	58
SC 9	43	SC 9	53
SC 5	40	SC 4	50
SC 13	40	SC 5	50
SC 21	40	SC 7	48
SC 17	38	SC 14	43
SC 1	35	SC 15	43
SC 2	35	SC 13	38
SC 15	30	SC 16	38
SC 8	28	SC 3	35
SC 16	28	SC 18	35
SC 3	25	SC 2	30
SC 6	25	SC 6	30
SC 14	25	SC 20	30
SC 19	25	SC 8	28
SC 18	20	SC 1	25
SC 20	20	RANGE 25 - 83	
RANGE 20 - 78			

TABLE IV

EXPERIMENTAL GROUP

LISTENING

PRE-TEST		POST-TEST	
SE 3	90	SE 18	98
SE 18	83	SE 3	95
SE 9	75	SE 8	95
SE 10	73	SE 9	95
SE 6	70	SE 17	90
SE 21	70	SE 11	88
SE 8	68	SE 20	85
SE 17	68	SE 23	85
SE 23	63	SE 6	83
SE 11	60	SE 19	80
SE 20	58	SE 10	78
SE 13	50	SE 15	75
SE 15	48	SE 5	73
SE 5	40	SE 13	73
SE 7	35	SE 21	73
SE 22	30	SE 2	70
SE 19	28	SE 4	63
SE 24	25	SE 12	63
SE 1	23	SE 24	50
SE 4	23	SE 16	45
SE 12	20	SE 22	38
SE 2	18	SE 1	30
SE 16	13	SE 7	28
RANGE 13 - 90		RANGE 28 - 98	

TABLE V

CONTROL GROUP

SPEAKING

PRE-TEST		POST TEST	
SC 11	62	SC 11	72
SC 10	58	SC 10	67
SC 7	35	SC 21	52
SC 4	29	SC 4	44
SC 5	29	SC 7	40
SC 12	25	SC 19	38
SC 21	24	SC 12	34
SC 9	22	SC 9	31
SC 19	21	SC 8	30
SC 16	19	SC 5	29
SC 14	18	SC 17	26
SC 2	17	SC 16	25
SC 8	17	SC 3	25
SC 3	16	SC 14	23
SC 13	14	SC 2	20
SC 17	14	SC 1	19
SC 20	13	SC 6	16
SC 1	10	SC 13	16
SC 6	10	SC 20	16
SC 18	10	SC 18	12
RANGE 10 - 62		RANGE 12 - 72	
n = 20		n = 20	

TABLE VI

EXPERIMENTAL GROUP

SPEAKING

PRE-TEST		POST-TEST	
SE 3	69	SE 18	93
SE 18	61	SE 3	92
SE 17	45	SE 11	86
SE 9	40	SE 23	82
SE 10	31	SE 10	74
SE 13	28	SE 13	74
SE 23	28	SE 17	74
SE 19	26	SE 4	70
SE 5	23	SE 9	69
SE 11	23	SE 2	66
SE 20	23	SE 20	65
SE 24	23	SE 24	60
SE 4	17	SE 12	58
SE 2	16	SE 1	56
SE 21	16	SE 6	56
SE 1	13	SE 5	55
SE 6	13	SE 16	53
SE 12	12	SE 21	51
SE 16	10	SE 19	49
SE 22	10	SE 7	46
SE 7	6	SE 22	32
RANGE 6 - 69		RANGE 32 - 93	
n = 21		n = 21	

TABLE VII

EXPERIMENTAL GROUP

READING

PRE-TEST		POST-TEST	
SE 17	100	SE 17	96
SE 3	94	SE 18	96
SE 8	94	SE 8	96
SE 18	86	SE 3	94
SE 13	82	SE 10	94
SE 6	80	SE 12	92
SE 10	78	SE 21	88
SE 9	74	SE 6	86
SE 19	74	SE 9	84
SE 23	68	SE 23	84
SE 21	66	SE 19	82
SE 11	58	SE 20	80
SE 20	52	SE 15	76
SE 7	46	SE 11	74
SE 15	42	SE 1	64
SE 4	40	SE 16	62
SE 16	36	SE 22	54
SE 5	34	SE 2	52
SE 24	34	SE 4	52
SE 22	26	SE 5	52
SE 1	22	SE 24	52
SE 2	20	SE 7	48
SE 12	18	SE 12	40
RANGE 18 - 100 n = 23		RANGE 40 - 96 n = 23	

TABLE VIII

EXPERIMENTAL GROUP

WRITING

PRE-TEST		POST-TEST	
SE 18	76	SE 8	91
SE 17	74	SE 18	91
SE 3	71	SE 13	86
SE 10	59	SE 9	81
SE 23	55	SE 3	80
SE 9	53	SE 23	79
SE 8	49	SE 10	76
SE 19	49	SE 17	75
SE 13	48	SE 11	70
SE 11	47	SE 1	68
SE 15	44	SE 19	68
SE 16	42	SE 15	66
SE 2	36	SE 16	64
SE 20	36	SE 24	64
SE 12	33	SE 4	63
SE 1	32	SE 7	59
SE 4	30	SE 2	55
SE 21	30	SE 20	55
SE 6	29	SE 6	50
SE 7	29	SE 12	48
SE 24	25	SE 21	48
SE 22	22	SE 22	41
SE 5	17	SE 5	34
RANGE 17 - 76 n = 23		RANGE 34 - 91 n = 23	

STATISTICAL ANALYSIS

EXPERIMENTAL GROUP

The experimental group consisted of twenty-four elementary school teachers. Table I gives a breakdown of the data from which the representatives of the group may be established. From columns 17 and 18 of Table I it can be observed that there were seventeen female and seven male candidates. With the subsequent dropout of one female, the ratio of seven males to sixteen females is fairly representative of the male to female ratio of the elementary school teachers in Ontario.

From column 15, Table I, it can also be noted that both the separate and public schools were represented in the group.

It can be readily seen from columns 13 and 14 that the experimental group represents a fair distribution of the academic preparation in French that elementary school teachers would have in Ontario. For example, the range is from Grade XII French to three years of university. Graduates of Grade XII were admitted because the elementary schools of Ontario do have a number of teachers with Grade XII plus two years at teachers' college. Elementary school teachers are constantly improving their qualifications by obtaining university credits toward a degree. An increasing number also have their degrees. These categories are represented in the experimental group as shown in column 14.

The average age for the experimental group was 24.9. The age was kept under 35 so that the candidates would represent as recent products of our teaching institutions as possible.

THE CONTROL GROUP

The control group appears to compare favourably with the experimental group. For example, Table II shows that the male to female ratio of the control group, 23%, although slightly less than the 29% of the experimental group, is close enough for the purposes of this experiment.

The academic preparation in French of the control group is relatively near that of the experimental group. Of the twenty-two teacher candidates, eleven had Grade XIII as compared to thirteen of the experimental group. In the control group, ten had university training beyond Grade XIII, compared to nine in the experimental group. While it is true that the control group had no Grade XII candidates, this does not detract from the validity of the comparison in that this would favour the performance of the control group over the experimental group.

The average age of the control group is 23.2 years and that of the experimental group is 24.9 years. This again is close enough for the purposes of our experiment.

The only weak point in the comparison is the one representative from the separate schools as compared to five in the experimental group.

Further evidence of the closeness of the two groups is found in their performance on the pre-test, as shown in Tables I and II.

On the all-important speaking test, the two groups were only 2% apart in their average performances, e.g. 25% for the experimental group and 23% for the control. The range of the control group for speaking was from 10 to 62% whereas the range for the experimental group was from 6 to 69%. Thus in terms of speaking ability the groups were closely matched although the average speaking ability of 24% does point this out as a neglected skill for these graduates.

On the comprehension test, the control group scored an average percentage of 37 compared to 49 for the experimental group. The slight advantage of the experimental group can be accounted for in the following manner. The experimental group was more highly motivated than the control group because of participation in the programme; also their pre-knowledge of acceptance for the experiment may have led them to try to increase their comprehension level, whereas the control group was not selected until just prior to their test.

The superiority of the experimental group in comprehension is demonstrated by the range and distribution of the scores. The control group shows a range of 20-78 compared to the experimental group's 13-90. In distribution, while the control group shows an abrupt decline in the higher scores, the experimental group shows ten subjects scoring 60% and over.

In the case of both the control and experimental groups, the percentages achieved, 49 and 37 respectively, do not speak well for their five to eight years of French studies in the academic system. Comprehension, being the easiest skill to develop and the least difficult to test, should have been considerably higher.

Only two of the control group, SC 10 and SC 11 showed competence in comprehending spoken French, achieving 78% and 73% respectively. The rest of the control group scored from 45% downward to 20%. It is interesting to note that these two subjects also scored well in the speaking test.

Thus it can be seen from these considerations that the control and experimental groups were quite closely matched.

Determining the Value of Practice Effect

From Tables I and II the post-test results show that on the listening comprehension test, the control group scored an average of 46%. Thus, 46% minus 37% attained on the pre-test gives the average degree of improvement of 9%.

Similarly the speaking test shows that the post-test average score was 32% to 22% on the pre-test. The increase due to practice effect for the speaking test, then, is 9%.

9% then must be subtracted from the understanding and speaking results of the experimental group as a corrective measure for practice effect.

ANALYSIS OF RESULTS FOR THE EXPERIMENTAL GROUP

Listening

The average increase in comprehension of spoken French for the experimental group was 23%. This, corrected for practice effect, is (23% - 9%) 14%. The programme developed an impressive 14% average increase in comprehension for each student.

However, the average gives only one aspect of the improvement. One must look at the range and distribution of the scores to complete the picture. For example, the range on the pre-test was from 13-90 and on the post-test 28-98. Certain shifts in the distribution of scores are impressive. On the pre-test, five subjects scored below 25%. On the post-test, no one scored under 25%. On the pre-test, 11 subjects scored under 50%; on the post-test, only four scored under 50%. On the pre-test, only two scored over 75% whereas on the post-test, 11 scored above 75%.

Of the six subjects showing less than 10% improvement, one in particular should receive consideration. SE3 scoring 90% on the pre-test would find it exceedingly difficult to achieve greater gains since the items become increasingly difficult as we approach the upper limits.

SE7 decreased her score on the post-test by 7%.

Speaking

From Table I the experimental group showed an average gain of 40% on the post-test. Corrected for practice effect, the improvement would be 31%. This outstanding improvement is better seen by comparing the ranges on the pre-test and post-test which were, respectively, 6-69 and 32-93.

From Table VI it will be observed that 17 of the 21 subjects scored below 32% on the pre-test and no one scored under 32% on the post-test. On the pre-test no one scored over 69% whereas on the post-test eight subjects scored above 69%.

Twelve of the twenty-one subjects in the experimental group showed 40% and over improvement. Eighteen out of twenty-one demonstrated over 25% improvement over the pre-test.

Reading

Since the primary aim of the programme was to develop oral fluency, the tests for reading and writing were given only as a secondary interest. Therefore the reading and writing tests were not administered to the control group, with the result that no measure of practice effect was established.

One must remember that no direct attempt was made to teach reading and writing in the six-week course. Whatever gains were made were due to incidental use of the text in the laboratory periods and in the drill session once the dialogues were memorized.

In spite of this incidental use, gains were achieved in reading as the uncorrected average improvement of 16% shows. Of course, as would be expected, this gain is not so phenomenal as that for understanding and speaking.

A glance at Table VII, however, will reveal that the results of the pre-test were relatively higher for the experimental group than on any of the other tests, the average being 58%. Notice that one subject scored 100% and eleven of the subjects scored above 58%. With high scores on the pre-test, it would be difficult to register great gains on the second test.

It would seem that the reading part of the test was not so discriminating as the other parts of the test. On the post-test sixteen subjects scored over 58%. Notice also that on the pre-test there were seven subjects under 40% whereas on the post-test, none fell below 40%.

If the reading test had been more difficult, the degree of improvement might have been greater.

Writing

The average improvement, uncorrected for practice effect, was 23%, a significant improvement in view of the incidental treatment it received.

From Table VIII it can be seen that only one on the pre-test scored above 75% whereas on the post-test eight subjects scored 75% and over. On the pre-test, seventeen subjects scored under 50%, whereas on the post-test only four subjects scored under 50%.

CONSIDERATIONS — *Interpretation of Statistical Improvement*

The improvement demonstrated statistically tells only part of the story. In interpreting these figures, it must be made clear that the test is standardized and was not specifically designed to test the programme taught at the Summer School. There was no attempt to teach for a test; our main concern was to develop general fluency in French. The test does not cover the vocabulary and structures learned in various games, folksongs, excursions and lectures. Therefore, the figures are a very modest and conservative estimate of the subjects' progress.

CONCLUSIONS

The following conclusions answer the questions raised at the beginning of the report.

1. *Is it possible to take every interested regular classroom teacher and make him fluent enough to teach French?*

The test results show that not all elementary school teachers, regardless of the ideal conditions for learning a second language, are capable of becoming sufficiently fluent to teach oral French. About 15% of the group made little gain.

The results do show, however, that the majority of teachers, under the special conditions of this experiment, can become sufficiently fluent in six weeks to teach elementary French.

Since the course did not count for credits or for salary, it is safe to say that all of the subjects of the experiment must have been motivated by a sincere interest in the language. However, in the 15% who showed little gain it is seen that interest did not make up for lack of language aptitude.

2. *How much fluency could be developed in teachers in the six-week period?*

It is abundantly evident from the phenomenal gain in oral fluency that the intensity and isolation of the summer programme were eminently successful in developing spoken ability in French. Indeed, the six-week course produced more fluency than the five to eight years of regular academic studies.

3. *Can teachers withstand the emotional strain created by the pressure of work and the intensity of the course?*

The fact that only one subject withdrew from the experiment demonstrates that teachers can, with suitable recreation periods, endure and even enjoy the intensity and isolation of the summer programme. In comments written by the students at the end of the course, there were recurrent requests for a similar programme to be undertaken in the future.

4. *Is it possible to create an artificial French milieu in an English university environment and would the artificiality militate against language learning?*

The progress of the students shows that the artificiality of the milieu created at Huron College did not interfere with the students' progress. Artificiality makes a good academic argument, but cannot stand against the evidence of the experiment.

It is possible, even in an English speaking area to create a French milieu that will produce great gains in understanding and speaking French.

5. *How effective are the chosen tests in demonstrating the progress of the students?*

The tests, except in the reading skill, were quite effective in demonstrating progress.

The fact that students of the control group in writing the same test twice made only small gains demonstrates that the tests used in the experiment are significant steps toward the development of standardized tests for modern language study.

Speaking tests were easy to administer and with the students responses permanently on tape they could be scored as objectively as the written language.

6. *Would the rigours of the programme produce negative attitudes toward French?*

The following unsolicited letter, sent on behalf of the students, bears out the fact that the students left the course more enthusiastic about French than ever.

66 Glen Rd.,
Toronto 5, Ontario,
le 25 août, 1964.

Dr. J. R. H. Morgan, Directeur,
Institut ontarien des programmes d'études.
344 Bloor St. W.,
Toronto 4, Ont.

Monsieur:

J'écris cette lettre au nom des étudiants qui ont suivi le cours de français cet été à London.

Je voudrais remercier l'Institut des programmes d'études de nous avoir offert ce cours admirable. Le cours était intensif et un peu rigoureux mais ces conditions sont nécessaires pour apprendre une langue étrangère. Il me semble que mon progrès et le progrès de la plupart des autres étudiants est incroyable.

Nos informants étaient très bien choisis. Chaque informant a enseigné d'une manière tout à fait différente et a mis l'accent sur un aspect différent de la langue française. Il me semble aussi que le succès du cours doit beaucoup à notre directeur Monsieur Sweet.

J'espère que vous offrirez bientôt un deuxième cours de français.

Je vous prie d'agréer, Monsieur, l'assurance de mon profond respect.

(Signed) Sonja Klimek

Several letters from individuals have been received since the termination of the summer course, all indicating their appreciation. The participants have planned a news-letter in French and plan to have a reunion in the near future, at which French will be spoken.

CONCLUSIONS

As well as giving answers to our questions, the experiment allowed us to reach several other conclusions.

1. The ease of administration and the objectivity of the speaking tests use in the experiment, coupled with the increasing number of language laboratories, makes possible the establishment of standards and the inclusio of oral French tests in all modern language testing regardless of the leve
2. The experiment demonstrates that considerable carry over into the written skills can be achieved by emphasis upon structure in the oral programme and by using tests in writing that are designed to test the students' knowledge of structure rather than grammatical rules.

RECOMMENDATIONS

1. In view of the outstanding gains in spoken French made possible by this type of experimental programme, it is recommended that the Department of Education investigate the possibility of establishing a similar programme based on the principles of this experimental course but incorporating the following improvements:
   (a) Candidates should be selected on the basis of language aptitude tests as well as of interest.
   (b) Instead of the heterogeneous grouping used in the experiment, ability grouping should be followed. At least three streams should be used, giving greater range for development.
2. Definite speaking tests should be administered, and acceptable levels of fluency attained, before admittance to a course on methodology is given.
3. It is also recommended that universities should establish residences where students studying modern languages could find a milieu favourable to the development of oral fluency in the language to be studied.

4. The ease of administration and the objectivity in marking the speaking tests leave no excuse for omitting the understanding and speaking skills from any language examination including that of Grade XIII. The increasing number of language laboratories makes this quite feasible. Student responses stored on tapes can be as objectively scored as written answers.
5. It is also recommended that yearly tests be administered by the Department of Education to pupils throughout the province to keep a better check on the conditions of modern language teaching in Ontario. A random sampling of results would show clearly where the stress is being placed and how successful the programme is.